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ABSTRACT

This document contains the following papers presented at a seminar in which information workers from Namibia and neighboring countries elaborated on future information services in Namibia: "Welcome" (A. de Klerk); "Right to Information and Citizenship" (N. Angula); "Namibia: Information Policy Issues and the State of Information Services" (A. Totemeyer); "University of Namibia: A Key Player in Generating Scientific Information and Training of Information Specialists" (P. Katjavivi); "Role of the Ministry of Information and Broadcasting in Serving the Information Needs of the Broader Community" (H. Hamutenya); "Coordination of Information Systems and Services in Botswana" (A. Thapisa); "Coordination of Information Systems and Services in Zambia" (H. Mwacalimba); "Archives' Contribution to the Coordination of Information Systems and Services in Kenya" (M. Musembi); "Arrangements for the Coordination of Information Systems and Services in Malawi" (R. Mabomba); "Zimbabwe: An Overview on the Coordination of Information Services" (D. Pakkiri); "Library Services of the Ministry of Education and Culture" (A. Marais); "Role of the Namibian National Archives and Coordination with Private Archives in Namibia" (B. Lau, W. Hillebrecht); "University Library: Problems, Prospects and Coordination with Other Training Institution Libraries" (K. Avafia); "Bibliographic Control in Namibia" (J. Loubser); "History and Establishment of the Namibian Information Workers Association" (M. Viljoen); "Role of the Namibian Information Workers Association and Cooperation with Other Local and International Organizations" (V. Jacobs); "From a Public Library Service to a Community Library Service and Coordination with NGO Community Projects" (E. de Kock); "Special Libraries of Government and Prospects for Cooperation with Libraries from Para-Statal and Private Information Centres" (R. Morgenstern); "School Library Services in Namibia" (T. Klynsmith); "Development of a Teachers' Resource Centre Network in Namibia and Coordination with School Libraries" (R. Douglas); "Training of Library and Information Personnel at the University of Namibia" (V. Jacobs); "Training of Resource Teachers/School Librarians at Teacher Training Colleges in Namibia" (G. Reimers); "Findings and Recommendations of the University of Namibia, Department of Information Studies" (A. Totemeyer); "Role of the Office of the Prime Minister via its Directorate of Data Systems and Services" (N. Hamutenya); "Policy Statement and Recommendations by Participants"; and "Closing Speech" (V. Ankama). (SLD)

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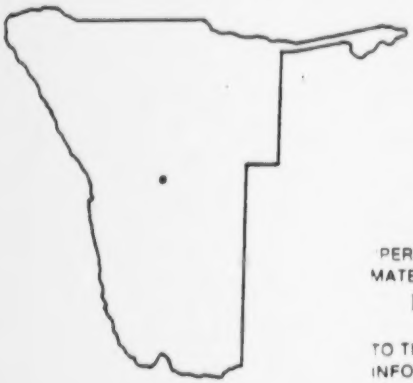
Ministry of Education and Culture

University of Namibia

A.-J. Tötemeyer, J. Loubser
and A.E. Marais (Eds.)

COORDINATION OF INFORMATION SYSTEMS AND SERVICES IN NAMIBIA



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Papers of the Seminar held in Windhoek 25 Febr. to 5 March 1993

Bonn and Windhoek
June 1993

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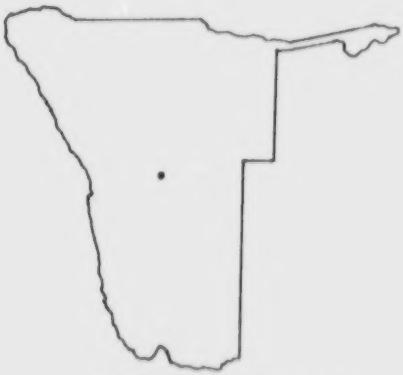

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CONTENTS

A H de Klerk:
Welcome 1

Nahas Angula:
Official opening 5

A-J Tötemeyer:
Namibia: information policy issues and the state of information services for the nation 8

P H Katjavivi:
The University of Namibia: a key player in generating scientific information and training of information specialists 21

Hidipo Hamutenya:
The role of the Ministry of Information and Broadcasting in serving the information needs of the broader community 29

A Thapisa:
Coordination of information systems and services in Botswana 38

H Mwacalimba:
Coordination of information systems and services in Zambia 52

M Musembi:
The archives' contribution to the coordination of information systems and services in Kenya 58

R S Mabomba:
Arrangements for the coordination of information systems and services in Malawi, 1976 to 1993 70

D Pakkiri:
Zimbabwe: an overview on the coordination of information services in the post independence period 83

A E Marais:
Library services of the Ministry of Education and Culture 95

B Lau and W Hillebrecht:
The role of the Namibian National Archives and coordination with private archives in Namibia 106

K E Avafia:
The university library: problems, prospects and coordination with other training institution libraries 114

J Loubser:
Bibliographic control in Namibia: the role of the National Library 122

M M Viljoen:
The history and establishment of the Namibian Information Workers Association (NIWA) 134

V Jacobs:
The role of the Namibian Information Workers Association (NIWA) and cooperation with other local and international organisations 141

E de Kock:
From a public library service to a community library service and coordination with NGO community projects 148

R Morgenstern:
The special libraries of government and prospects for cooperation with libraries from para-statal and private information centres 159

T Klynsmith:
School library/resource centre services in Namibia and coordination with teachers resource centres and local and foreign book provision aid projects 172

R E Douglas:
Development of a teachers' resource centre network in Namibia and coordination with school libraries 183

V Jacobs:
The training of library & information personnel at the University of Namibia: present state and future prospects 192

G Reimers:
The training of resource teachers/school librarians at teacher training colleges in Namibia: present state and future prospects 199

A-J Tötemeyer:
Findings and recommendations of the University of Namibia, Department of Information Studies research reports on school, public, government, parastatal, private and training institution libraries and information services in Namibia 206

N T Hamutenya:
The role of the Office of the Prime Minister via its Directorate of Data systems and Services 224

A policy statement and recommendations by participants 228

V Ankama
Closing speech 240

Annexure 1:
List of seminar officials and participants 242

Annexure 2:
Programme 247

INTRODUCTION

by L Hüttemann

The idea to hold a seminar on the "Coordination of Information Systems and Services in Namibia" emerged from contacts between the Namibian Information Workers Association (NIWA) and the Education, Science and Documentation Centre of the German Foundation for International Development (DSE) in the third quarter of 1990. During a visit of Professor A.-J. Tötemeyer, the Head of the Department of Library Science of the University of Namibia, in Bonn in May 1991 the idea was discussed in more depth and plans to prepare for such a seminar were established. A meeting between Namibian information professionals and a DSE representative in Windhoek in June 1992 paved the way towards the realization of the seminar in February and March 1993. The above illustrates exactly which period of time normally elapses between the development of an idea for a programme of this kind and its final implementation.

This seminar for Namibia had the aim of permitting the local librarians, documentalists and archivists to elaborate on the country's future information systems and services, the documentation of recorded knowledge. It brought together subject specialists of relevant national institutions within the public service, most notably the Ministry of Education and Culture and the University of Namibia, and experienced information professionals of 5 neighbouring countries (Botswana, Kenya, Malawi, Zambia and Zimbabwe) with planners and decision makers of various ministries. The presentation of many papers and subsequent discussions of their contents as well as hard group work resulted in the formulation of a policy statement and a set of recommendations by the participants. It is hoped that they can be put into practice within a reasonable time span.

The German Foundation for International Development wishes to thank the members of the Local Organizing Committee for their dedicated work, all Namibian authorities involved in the programme for their support and cooperation, and the participants for their excellent contributions. These combined efforts made up the overall success of the seminar.

Bonn, June 1993

WELCOME AT INFORMATION SERVICES SEMINAR

by

Adolf de Klerk

Under Secretary: Culture, Ministry of Education and Culture

On behalf of the Department of Culture under whose auspices the Divisions Library Services, Museums and Archives operate, it is my honour to express a very sincere word of welcome to you all and in particular to our foreign visitors. Our professionals in the field of the Information services have been longing for quite some time to share ideas with experts from elsewhere here on home ground on issues of common interest. This seminar is therefore a historic occasion that would hopefully lead to better coordination of information systems and services in Namibia but also to a recognition and re-evaluation of the important supportive role that the information services can play in the endeavours of Formal and Non-formal education; in fact the entire Ministry, to educate the nation.

By way of introductory comments I wish to add that this potential is as yet not realised and exploited to the full in Namibia and this gives rise to the fears expressed by information professionals that the Information Services are viewed as an obvious choice for successive annual budget cuts that could leave it marginalised to the extent that the rendering of a proper service would become impossible. In the present financial year the information services controlled by this Ministry i.e. Public Libraries, Government Libraries, National Reference Library, School Libraries, Museum and Archives combined only received 0.6% of the Ministry's budget. Of this almost 60% goes for salaries. Very little is thus left for books and periodicals, etc. if other operational expenses are subtracted.

Low investment in the information services is a typical phenomenon in developing countries and inevitably a price is paid for this. World trends indicate an investment rate of less than 1% of their GNP for developing countries versus + 5% for developed countries.

Namibia as a developing country with limited resources and a high rate of illiteracy therefore needs to urgently look into ways and

means to cushion the impact that our current underspending would have on the general development of the country.

Education and literacy for example are two priority areas in our Ministry. The information services should urgently coordinate all its sources to strengthen and support these identified priority areas.

Education planners and information experts should work very closely together to enable the latter to prepare to meet the needs of the education system. The money appropriated for these services to do just that should reflect an understanding of the close supportive partnership that should exist between the information services on the one hand and Formal and Non-formal education on the other.

If that partnership is not firmly established, I sincerely fear that the real impact of the inputs by formal Education and Adult Education may be impoverished and could even be eroded away. It is well known that newly literates may relapse into illiteracy if they are not continuously exposed to literature. This would amount to what is known in financial terms as a fruitless investment of Government funds.

An added disadvantage in our struggle to contribute to the eradication of illiteracy is that our population is primarily a rural population whereas our information centres are situated in urban centres. We are therefore not where the people are. Thought should be given to how best this discrepancy can be addressed bearing our financial ability in mind.

Information services have a likewise important role to play in general economic and social development of Namibia as a developing country. It is known to you that Unesco in the eighties already declared information worldwide as a national resource.

This puts a great challenge to the information services to carefully organise that which it has to offer to be able to contribute to the wider development of the country. Simon Kuznets the economist (cf Boadi 1987 : 1), has pointed out way back in 1966 already that the economic development of any country depends upon the effective

utilisation of its store of information in developmental activities. The lack of adequate appreciation of the pivotal role of information in development, coupled with an equal lack of appreciable efforts by most developing countries to mobilise the national information resource for effective utilisation, are said to account for the inability of the developing countries not only to bridge the gap between them and the developed countries, but also to stop its ever-increasing trend (cf Kuznets as quoted by Boadi of Botswana 1987 : 1).

If the information services are to serve development effectively it must identify with the needs of its community. It should serve the needs of the majority and not only those of the educated elite. It should reach out even to policy makers to inform them also of the services it can render and the supportive function it can fulfil for development of underdeveloped communities.

Information professionals should take charge of their own destiny and must translate their vision into solid planning, based on a thorough understanding of the needs of the communities they serve. They should also fearlessly point out to policy makers, education planners and teachers the risks of uncoordinated planning and implementation of education policies, especially in a developing country like ours with heavy demands on scarce resources. It is after all the joint responsibility of all these parties to ensure maximum results with the tax payers money entrusted to us.

This implies adaptability of the information services to the changing needs of their customers and the unique circumstances under which they have to join forces with other parties involved to fulfil the mission of this Ministry - to educate and inform.

Namibia is a country with limited information resources that are unevenly distributed. This scenario compels information services to interrelate and cooperate with regard to acquisitioning, cataloguing, access and preservation of resources in order to reach more members of the community and to improve the quality of services rendered to the nation. Since budget constraints are with us to stay and the pressure for better services continuously increases, we are actually expected to do more with less means. We therefore need to objective-

ly reassess our operations from time to time to reduce or avoid costly duplication and to run our services as cost effectively as possible. A natural starting point would obviously be to take stock, to know the strengths and weaknesses of our different collections and then to develop an effective means of sharing resources.

To cut on operational expenditure we could think in terms of e.g. publishing joint information brochures including information about the services of each of our subdivisions. A system in terms of which the various branches of our information services can easily exchange information would also cut on costs and is proof of sound coordination. Although we can be proud of some progress in this regard there is still room for improvement. In fact the aim of this workshop is to take stock of the current situation, to consult and to consider ways of improving, coordinating and expanding services that would result in a prompt supply of information to those who requested for it.

Ladies and gentlemen, daunting as this task may sound, I feel confident that with the expertise gathered here today, we should make considerable progress.

We welcome you and hope that you enjoy Namibian hospitality and that you would unselfishly share your acumen with us.

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RIGHT TO INFORMATION AND CITIZENSHIP:

OPENING ADDRESS

by

Nahas A. Angula

Minister of Education and Culture

1. GREETINGS

1.1 It is indeed a pleasure for me to have been invited to say a few words during the opening session of the Seminar on Coordination of Information Systems and Services in Namibia. On behalf of the Ministry of Education and Culture I would like to welcome you all. A special word of welcome to our invited guests from outside Namibia. Your presence here will indeed enrich the deliberations of the Seminar. Feel at home. Let us all share our experiences and expertise for the benefit of the communities we serve.

1.2 May I further express my thanks to Mrs A.E. Marais, Chairperson of the Local Organising Committee and her collaborators for their efficient and effective organization. Thank you and keep it up.

1.3 Our unreserved gratitude goes to the German Foundation for International Development (DSE) for joining us in sponsoring this Seminar. Thank you. This is a gesture to the growth of democracy in Namibia.

2. REFLECTIONS

2.1 Our seminar is focusing on the coordination of information systems and services. One is compelled to ask the question: For whom and for what purpose? This question is particularly pertinent to contemporary Namibia. Namibia just emerged out of a dark period of information blackout. Prior to independence it was an article of faith to many a government official to ensure that any information made public should invariably protect the status quo. Many of our information workers in State libraries, Museums, Archives were obliged to enforce discriminatory laws to the effect that certain people were not allowed to make use of certain libraries, museums, archives, cinema houses, etc. One even suspects that the introduction of the so-called Community Broadcasting Services was aimed at limiting certain information flow to certain audiences. That was our past. Perhaps there is no need to remind ourselves of such experi-

ences. But surely the attitude of the majority of our people towards information systems and services may have been shaped by the past experiences.

2.2 It is a fact of our information systems and services that such agencies tend to be urban based; institutions are located to serve the needs of just certain sections of our society; some such institutions remain, in the minds of many a citizen, symbols of the past practices. Hence, the question: information for whom and for what purpose, continues to beg for a satisfactory answer.

2.3 One suspects that our culture in general has moved from mutual legal separation to mutual convenient avoidance and evasion. The effect of this new culture, which is generally not acknowledged, is that some of our information systems and services are now just being used by non-Namibians, that is foreign visitors and researchers. Those who used such systems and services before, assume that those who were excluded, are using them now. "Since they must be avoided we better not go there". Those who were excluded still assume that such services are not meant for them. "Let us leave them alone!"

2.4 It appears to me, therefore, that the challenge of making information systems and services accessible to the citizenship is far more complex than the mere exercise of coordination.

3. INFORMATION AND CITIZENSHIP

3.1 Access to information is an essential element to effective citizenship. A democratic government is duty bound to access information to its general citizenship in order to enable it to be informed, knowledgeable and enlightened. This is the challenge facing our information workers in contemporary Namibia. The challenge is to diversify, reorient and broaden our information systems and services in such a way that they are accessible to all the citizens or at least the majority of citizens. We in the Ministry of Education and Culture are intensely conscious of this challenge.

3.2 As you may be aware, the Ministry is currently engaged in the process of rationalizing our management and administrative functions and services. Our intention is to extend our information systems and

services to communities, schools and on national level. In this regard, our Library and Archives services are envisaged to be organized in four sub-divisions, namely, Community and Public Library Services, National Library, National Archives and Educational Library Services. We hope this type of organization will enable the Ministry to reach out and extend services to the people throughout the country.

3.3 The other aspect of our work is to launch an outreach programme through the Sub-Division of State and Mobile Museum of the Directorate of Arts and Culture.

4. THE SEMINAR IS OPPORTUNE

4.1 I believe this seminar is taking place at an opportune moment. This is the time we have to reflect on our work and assumptions, especially when it comes to those aspects of our national life which were badly affected by policies of apartheid and racism.

4.2 I have every hope and confidence that the deliberations of this seminar will go a long way to enrich our endeavours in service of our citizenship. I wish you all every success.

NAMIBIA: INFORMATION POLICY ISSUES AND THE STATE OF INFORMATION SERVICES FOR THE NATION

by

Andree-Jeanne Tötemeyer

Article 9 of the Universal Declaration of Human Rights states: "Everyone has the right .... to seek, receive and impart information and ideas through any media."

Our own Namibian Constitution states in Article 21: "All persons shall have the right to (a): freedom of speech and expression, which shall include freedom of the press and other media."

The Namibian Constitution makes no mention of the right to seek and receive information, although the right to education is embodied in the Constitution in Article 20.

The availability of information is recognised worldwide as one of the main determinants of the socio-economic and cultural development of a country. Information can be imparted through the mass media as well as through information and documentation systems and services. Weak information service infrastructures cannot adequately perform their aim of promoting the free flow of information in a society. The mass media can and should play an important role in informing the nation on current affairs, but the provision of information records of the past and present, whether they be in printed, audiovisual or electronic form, for the purposes of education, decision-making, research and even entertainment, is the function of information systems and services such as libraries, archives and documentation centres.

There are many factors which improve access to information and many which hinder access. The purpose of this seminar is to pinpoint and discuss the barriers to information dissemination in Namibian society and to make suggestions to decision-makers on how to improve the situation.

The nature of this paper will essentially be introductory, and will briefly touch upon many aspects which will be discussed in greater depth by various information experts during the next

nine days.

1. Legislation

The most important factor determining the state of information service infrastructures in a country is legislation. The absence of an information services act, legal deposit and copyright legislation, strict censorship laws, etc. act as barriers towards the free flow of information.

It will be necessary to view the Namibian situation in this respect: Public libraries have a history of more than 105 years, but during the German colonial era, these libraries were privately funded. Government aid towards public libraries started in 1920 under South African rule, the first legislation dating back to Ordinance 7 of 1927.

The findings and recommendations of the Van Wyk Commission on libraries in South West Africa in 1963 (South West Africa Administration, 1963) led to the establishment of a Library Service for SWA in 1965 and the SWA Library Service Ordinance and Regulations in 1968. This legislation created a statutory basis for the development of library services.

Library Apartheid however, became legally compulsory through Paragraph 19 of the Library Service Ordinance, where it stipulated that, "All library services ..... shall be provided separately for whites and non-whites".

A further unfortunate step took place on 1 July 1980 when the Library Service was taken over by the newly established Subdivision for Cultural Promotion of the Administration for the Whites as stipulated by Proclamation AG8. It resulted in fragmentation that made future library services to the whole nation virtually impossible.

In November 1985 however, a major event in Namibian public library history took place when, according to an agreement between the Minister of National Education and the Executive Committee of the Whites, all public libraries were opened to all races.

Public library membership rose considerably hereafter, but the opening of existing public libraries did not solve the problem of vast areas of the country totally devoid of library services. Proclamation AG8 of 1980 was a major stumbling block towards the extension of library services to the far North where the majority of the population lived.

Except for the Administration for Rehoboth Basters, who established a public library in Rehoboth, no other ethnic second tier authority established public libraries although they had the legislative power to do so.

The abolition of AG8 shortly before Namibian Independence on 21 March 1990 paved the way for a truly national public library service to serve the whole nation, but the almost three years which have lapsed since this memorable day have proved that the legacy of the past is difficult to undo.

Legislation in connection with legal deposit dates back to Ordinance No 10 of 1951, according to which the publishers of every book first published in the territory must deliver free of charge three copies to the Administration. These copies are now received or should be received by the Estorff Reference Library which for a considerable number of years, has been performing most of the functions of a national library.

Although it is fortunate that legal deposit has been imbedded in legislation for such a long time, many of the South African inherited laws are outdated or unsuitable for an independent Namibia. This remark also applies to the Publications Act of 1975 which in many respects is draconian. Article 140 of the Namibian Constitution however, stipulates that all laws which were in force before independence, shall remain in force until repealed or amended by an act of Parliament.

It becomes quite clear that a National Library and Information Services Act is urgently needed. A draft act "to provide for the establishment of a National Information Science Council, a national library service and for matters incidental thereto" was drawn up and circulated for comments and discussion to information experts and

institutions during 1988 and 1989. After Independence it was again circulated for comments to information experts and institutions. Amendment and finalisation of this draft act should now be urgently undertaken for presentation to the Legislative Assembly.

Until a sound statutory basis for information services by means of legislation is created, no nation wide information service will be able to develop. Legislation should also include the replacement of present outdated legal deposit legislation, the exemption of custom duty on books and paper, cheaper postal rates for imported information materials, adequate foreign exchange import permits for Namibian book dealers and the exemption from General Sales Tax on information materials.

Such legislation should be based on a broad policy statement for library and information services. Such a broad policy statement exists, but has not brought about the anticipated change. On 3 April 1990, the Deputy Minister of Education and Culture, the Honourable Minister B Wentworth called a meeting of information experts and constituted the meeting as a sub-committee of the Coordinating Council, established in accordance with the provision of Article 40 (k) of the Constitution.

The sub-committee was charged with the duty of strategising and formulating government policy as regards a national library and information service, legal deposit and the establishment of an Advisory National Information Science Council and of embodying this policy in a National Library and Information Services Act.

The sub-committee presented the Broad Policy Statement for Library and Information Services to the Ministry on 4 May 1990 (Republic of Namibia ...., 1990) in which it was recommended that the existing draft legislation receives urgent further attention and that a library and information network for Namibia be established under the Ministry of Education and Culture. It was recommended that the service should consist of a statutory advisory council, a national library, departmental libraries, school/community libraries, public/community libraries and a subsidy programme for private libraries.

The Ministry thereupon requested the Sub-Committee to continue its work in the form of identified library project proposals. The Sub-Committee identified school libraries as their first priority and submitted recommendations towards a salary structure for school library services, a staffing structure and coordination and monitoring of library projects undertaken by private organisations. Long term project proposals for school libraries in Namibia were also completed in November 1990.

In time it however, became clear that the Coordinating Council which should determine the terms of reference of this sub-committee and to whom this committee should report, did not exist and that the work of the committee had been largely in vain. The committee was forced to temporarily suspend its work until clarity has been received from the Ministry on this matter.

The whole exercise showed that without legislation in place, no efforts to establish ambitious national library networks, can come to fruition.

2. The legacy of the past: the state of library and information services in Namibia

It has been mentioned that the legacy of the past is difficult to undo. Research on "The state of information services and the need for training for information services in Namibia", undertaken by the Department of Information Studies of the University of Namibia, has shown that the new government has inherited a number of fragmented, uncoordinated, in many cases inadequate, and geographically unequally distributed library and information services in Namibia. Some progress has been made within certain services since Independence, some services have more or less stayed the same, while others have deteriorated:

2.1 School libraries

At Independence only 23% of all Namibian schools kept a book collection of some sort. There were practically no school libraries in the far North. Only 13% of Namibian schools were funded for their libraries by their ethnic education authorities.
This was not always as a result of a lack of funds but also in one case owing to mismanagement of funds. One former ethnic authority

returned between R18 and R36 million of unspent money to the state coffers every year between 1985 and 1989.

Almost three-quarters of the 330 000 library books in Namibian schools were kept by the 66 former white schools at a ratio of 13,6 books per pupil. The minimum average number of school library books per pupil recommended in seven countries of the world is 12. The other ten former ethnic authorities shared the remaining 27% at a ratio of 0,3 library books per pupil. The same grim picture emerges as regards serial publications and audiovisual materials.

On the positive side, some foreign and local aid has been forthcoming since Independence, in the form of modular library book units for a number of deprived schools without library rooms. The number of schools who have received book units during 1991 and 1992 are however, less than one hundred, and in order to be effective, there should be several mobile modular book units of 200 books each in every school and not one unit of 200 books for a whole school of 500 and more learners.

Since traditional stationary class-room libraries can become more expensive than one centralised resource centre for the whole school, a centralised school resource centre or a number of mobile modular book units are a prerequisite for the successful implementation of the newly implemented International General Education Certificate or Cambridge system in Namibian schools.

This system requires research by learners and moves away from text-book centred rote learning. It would be worthwhile investigating the economic feasibility of supplying each school with a basic collection of information materials which can be shared by everyone rather than supplying learners with up to 12 text-books each.

Other positive developments since Independence are the institution of the compulsory school subject, Basic Information Science and the establishment of teachers resource centres. The twenty centres established in regions and districts aim to provide for the professional needs of practicising teachers in the particular area. These centres are however, run and organised by teachers without any library or records management training.

Very little has materialised as regards certain recommendations pertaining to school libraries contained in the Broad Policy Statement. These include the expansion of present traditional school libraries to school media or resource centres, and the establishment of school-community libraries in rural areas. The longterm project proposals recommended by the Sub-Committee include a 7 year plan during which time all schools will at least be equipped with collections of 500 books each. If the policy of supplying multiple text-books to each and every learner could be modified, sufficient funds could be made available to supply each senior secondary school with a resource centre containing 3 000 books, each junior secondary school with 2 000 books and each primary school with 1 000 books to start off with. These stocks could be increased annually to reach an ideal of 10 library books per learner over a number of years.

2.2 Public libraries

At Independence there were 23 public libraries funded by the government after the public library in Rehoboth joined the service upon the abolition of Proclamation AG8. Another four privately funded community libraries were in existence at the time. Since then, two more privately funded community libraries have been established.

Since Independence the existing public libraries have started to support literacy training but with the exception of Leonardville public library, erected before Independence but only officially opened in 1992, no new government funded public/community library has been established during the last three years. This situation has been tolerated in spite of the fact that 670 000 Namibian citizens are without any libraries in the vicinity where they live and that there are only 0,27 library books per head for the Namibian population instead of two.

According to international standards, Namibia needs at least 97 community libraries. The Broad Policy Statement as well as the recommendations to government made by the researchers of the Department of Information Studies of the University of Namibia, have taken economic constraints into consideration. A network of school-community libraries for the rural areas has been advocated. This model is functioning successfully in isolated communities in South

Australia (Dwyer, 1986). This triple-function library serves the school during the mornings, the community during the afternoons and the adult literacy education programme in the evenings, where it supplies the back-up literature for the semi- and neo-literate. Community involvement is ensured by means of a joint committee consisting of school teachers and community leaders.

The increasing occurrence of vandalism, burglary and theft in Namibian schools is likely to reduce with the establishment of school-community libraries where the community becomes involved with the school which is also serving them and not only the young learners.

The community library as an institution has the potential to be an important agency for the upward educational, social and economic mobility of every member of the nation.
A Ministry of Education and Culture is responsible for the informational and reading needs of the whole population from the ages of two to ninety and not only for citizens between the ages of six and eighteen engaged in formal schooling.

2.3 Government libraries

As has been mentioned, the Estorff Reference library is performing most of the functions of a national library, but without the statutory status of a National Library. In addition there were at Independence 13 departments with information services. A number of them underwent name changes when many departments were restructured into new ministries. Not all ministries dispose of information services, but some have started to build small collections during the last three years. Another four have joined the government information services network since Independence which now consists of 17 services.

There are on average less than 5 000 books in each of these services which by international standards is inadequate. A number of services are operating in extremely cramped quarters and lack of sufficient trained staff has resulted in cataloguing backlogs in some departmental information services, particularly as regards audio-visual media.

In spite of these constraints, computerization is progressing well and also the establishment of bibliographic networks inter alia through the training and support rendered by the German Foundation for International Development (DSE) and the regular in service training of library assistants rendered by the Library Services division of the government.

2.4 University and other training institution libraries

In the 14 Namibian tertiary and pretertiary training institution libraries, some of which are privately funded, there is an average of only 9,5 books per student in stead of the internationally recommended average of 75 volumes per student. Some training college libraries keep as few as 3 to 4 books per student.

With the exception of the Windhoek College of Education library, floor areas are totally inadequate with an average floor area of only 0,6 m^2 per student in stead of 1,50 m^2 per student.

The research needs of staff and senior students are poorly met by these libraries, with the result that lecturers attached to most training institutions, annually jointly spend a total of R135 000 on information materials, and privately own a total of 60 000 books. They are compelled to use large university libraries in other countries during the recess and have to wait for sabbatical leave in order to make progress with their research. It has to be mentioned that academics in Namibia earn about a third of the salaries earned by academics in Europe and Britain.

The effect of this highly unsatisfactory state of affairs is the inhibition of academic and professional excellence and of scientific and scholarly research. The harm to the nation in the long run, is quite incalculable and cannot be rectified within at least fifty years if at all.

Unfortunately, tertiary education seems to receive a low priority as far as government funding is concerned, in spite of the fact that student numbers are rapidly increasing owing to the large financial priority given to secondary education.

3. Illiteracy

A number of barriers towards the free flow of information have been outlined in this paper. The illiteracy rate in a country is another factor which can inhibit the spread of information.

Access to printed information media, through the acquisition of the reading skill, opens up a wealth of information for development which otherwise would be inaccessible to a person.

This fact has been duly recognised throughout the world, and since the early sixties, millions of dollars have been invested in literacy projects worldwide, unfortunately not with great success. Illiteracy on the contrary, is increasing owing to rapid population growths in most countries. Projections for 1990 were 900 million illiterates in the world; for Namibia it is estimated at more than 60% of the population.

Many people relapse into illiteracy, particularly those who underwent adult literacy training owing to a lack of suitable reading materials to support their newly acquired reading skill. It is said that once adult learners relapse back into illiteracy, it is more difficult to make them start again than when they were initially called upon. It has also been established that the high drop out rate in schools is inter alia caused by illiterate parents who cannot provide the needed home environment to support the primary education of their children, so that already in Grade 1, problems can arise (Muller, 1992).

The mistake made is that the acquisition of the reading skill is seen as an end in itself and not the means to an end. Literacy projects should be supported by an infrastructure of newspapers, reading rooms, resource centres and community libraries which the literate community needs to sustain their literacy.

If for example R30 million is donated for a Namibian literacy campaign, at least R20 million of this amount would be needed to establish an infrastructure for reading, and only R10 million should be used for literacy training itself.

It would therefore be better to invest in one region of the country rather than to try and teach too many Namibians at once who may

promptly lose their reading skill owing to a lack of reading materials.

4. Economic constraints

One of the greatest barriers to the free flow of information can be economic constraints. It is however, often a question of priorities. Information services in Namibia are not getting even a small slice when the cake is cut. Of a 1991 budget of the Ministry of Education and Culture of R580 million, only R14 million, i.e. 2,4% of the total budget, was allocated to the Department of Culture who is responsible for the following: the National Archives, the State Museum, the National Arts Council, the National Theatre of Namibia, the Conservatoire, the National Youth Choir, the Public Library Service, the School Library Service, the Government Library Service and the Estorff Reference Library.

It is rather a question of information services getting a few crumbs falling from the table. In the 1991 Annual Report of the Ministry of Education and Culture, information services hardly feature. As far as the future is concerned, things look even more bleak with a new budget not even making provision for the buying of one single new book.

It has become quite clear that hopes for a new deal for information services since Independence, have not yet materialised and therefore it is hoped that the outcome of this seminar, will stimulate decision-makers to readjust priorities and view the promotion of information services in Namibia as a sine qua non for national development.

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28

THE UNIVERSITY OF NAMIBIA: A KEY PLAYER IN GENERATING SCIENTIFIC INFORMATION, AND TRAINING INFORMATION SPECIALISTS

by

Dr Peter H Katjavivi

INTRODUCTION

In making this presentation I wish to take my cue from two short phrases that are, in fact, central to our discussion on the timely topic which the good organizers of this seminar have so kindly selected for me. Indeed, I make bold to say that what is perhaps 'keynote' about this paper is the organisers' nice choice of the phrases: "generating scientific information" and "training of information specialists".

So, when this seminar asks me about the role of the University of Namibia in the two crucial areas of a) generating scientific information and b) the training of information specialists, I can give you two short answers:

a) UNAM is generating scientific information on the basis of the wide-ranging research activities being carried out in its various faculties and institutes, and the MULTI-DISCIPLINARY RESEARCH CENTRE (MRC).

Such research is being done in the broad areas of the Life Sciences, Science and Technology and Social and Economic Sciences (formerly done by NISER, now incorporated into the MRC).

b) My second short answer is that at the University of Namibia the training of information specialists is being done in:
i) the UNAM Centre for Media Studies, covering the Print Media and the Electronic Media, and including Development Support Communication (for rural development projects); and
ii) the re-organised Department of Information Studies (formerly the Department of Library and Information Science) in the Faculty of Arts.

SCIENTIFIC RESEARCH

I recall that it was Professor John Turner, Pro Vice-Chancellor, University of Manchester and Chairman of the Presidential Commission on Higher Education in Namibia, who reminded us all that the twin academic pillars of scientific research and library and information science represent adjacent and essential parts of the infrastructure of scholarship and socio-economic development.

In an historic sense, the research activities of the University began, significantly, in March 1992 (one year ago), the country's second independence anniversary. The historic occasion was marked by the UNAM Workshop on Social Science Research Priorities for Namibia, co-sponsored by the Council for Development and Social Research (CODESRIA). And I recall outlining then the structure and functions of the Multi-Disciplinary Research Centre (MRC) being established at UNAM. The MRC is really the hub of UNAM's research activities, to which we attach much importance.

Through the stimulation of **research** the university attempts to build on the knowledge already generated by other scientists to achieve new insights into the way the world works. At the University of Namibia, scientific research will take place in essentially two ways: the first is fairly traditional, in that each and every academic will be expected to be involved in research to further our understanding of the various subjects offered and to help solve problems faced by the community.

The second way is less traditional and promises to bring about significant benefits. Our Multi-Disciplinary Research Centre will concentrate on pulling together research specialists into multi-disciplinary teams, thus enabling specialists from different subject areas to cooperate, and stimulate one another's thinking and methodologies to produce truly excellent research results.

ROLE OF THE INFORMATION SPECIALIST

The role of the information specialist is in many respects similar to that of the researcher. Through the collection and dissemination of information sources, the collection centre - whether referred to as library, archive or some other name - makes available to the

researcher a set of information sources that cover a large number of areas of information.

This is a prerequisite to scientific research if truly productive utilisation of research skills is to take place. The information specialist makes available to the researcher a large body of information which serves the purpose of bringing the researcher up to date on his or her field of specialisation.

This enables the researcher to waste little time in establishing which areas of research are lying fallow, and where the application of research energy is most needed.

The relationship between the researcher and the information specialist should therefore be a close one. The more effective the information specialist is in satisfying the information needs of the researcher, the more effective the researcher is likely to be.

It therefore speaks for itself that we need trained information specialists to staff our information centres around the country, and to provide excellent information retrieval services; and this training, which was not done in the past, is beginning now at UNAM.

This is not a task which can be neglected. We are therefore continually assessing the possibilities for the training of such information specialists, and we will not stop until we are satisfied that the University of Namibia will fulfil the role of a principal trainer of people with relevant skills, in order to become a key player in the production of **scientific research**.

THE MULTI-DISCIPLINARY RESEARCH CENTRE (MRC)

One of the key elements characteristic of university institutions is the involvement of the faculty in advancing and extending frontiers of knowledge through research.

The rationale for the establishment of a coordinating Multi-Disciplinary Research Centre (MRC) is based on the fact that Namibia has a relatively weak economic base, a unique geographical, cultural, and historical setting, a relatively small number of highly trained and experienced researchers, and a relatively small population. Then

again, the establishment of the MRC will enhance marketability and application of UNAM's research results, and the provision of quick solutions to the socio-economic problems of the Namibian society.

MRC FUNCTIONS AND ORGANISATIONAL UNITS

The key functions of the MRC will be to conduct and coordinate research, to provide consultancy, advisory and other services to the community, and to transmit the accumulated body of knowledge through teaching, particularly at post graduate level. It has been conceived that in the fulfilment of its mission, the MRC will have three organisational divisions: a Life Sciences Research Division, a Social and Economic Sciences Research Division and a Science and Technology Division.

MRC RESEARCH PRIORITIES

The research in the Life Sciences Research Division will focus on the sectors of agriculture, agroforestry, microbiology, toxicology, food science and nutrition, food hygiene and quality control, marine resource development, environmental studies and desertification control and groundwater and mineral resources development. The Social and Economic Sciences Research Division (incorporating NISER) will focus attention on economic, social, gender, population and policy issues. The Science and Technology Division is to focus attention on information and technology acquisition, technology policy and appropriate technology development. It is intended to work in close collaboration with the other units of the MRC, the UNAM Library and the Faculties.

THE UNAM LIBRARY AS NATIONAL REFERENCE LIBRARY

The concept of declaring the UNAM library as the centre of academic activity within the University reinforces her basic role in teaching, learning and research.

The community service objectives of UNAM are further enhanced by the designation of the expanded UNAM library as the National Reference Library for Namibia. This designation enables all persons in the country to use the information sources available at the National Reference Library.

Cooperation with other major libraries e.g. resource sharing and compilation of Union Catalogue support for NAMLIT, the Namibian data base, the PIN project (i.e. the project to list periodicals in Namibia), all help to make scientific resources of other libraries within Namibia available to the National Reference Library.

Computerised networking is another effective tool to be used by UNAM library to utilise national resources at the press of a button.

International data basis available from SABINET, e.g. L.C. data base, Whitakers Books in Print, books available in RSA universities, will also be accessed at UNAM library. Currently the CD Rom data base of the Library of Congress Holdings is available at UNAM library.

The inter library loan service at the University library is centrally funded, so that no researcher needs to spend undue sums of money obtaining information sources which are not already in the library.

The computerised database is up to date and provides the researcher with sophisticated methods of finding information which is held in the UNAM library.

The library already subscribes to over 600 periodicals containing the latest information within specialist subject areas. This collection will be expanded as soon as possible.

TRAINING

At present the training of librarians is done by the Department of Library and Information Sciences (being renamed the Department of Information Studies) at a level suitable for school librarians.

Professional training of librarians is planned for the future. In the meantime, cooperation with universities in the SADC region will enable Namibian information workers to be trained at the University of Botswana, both at the professional and para-professional levels.

UNAM Library acts as the laboratory for practical work for the Department of Library and Information Sciences. Sound library management and library routine are maintained to enable UNAM library to function as a model of good library practice.

DEPARTMENT OF INFORMATION STUDIES PROGRAMMES

Also essential in the training of information specialists at university level is the collaboration being worked out between the Centre for Media Studies and the Department of Information Studies (formerly the Department of Library and Information Sciences) in the Faculty of Arts. This Department is planning a series of training programmes to include: a one to two-year Certificate Programme, a two to three-year training programme for training our semi-professional and professional information specialists.

The courses offered here will provide quality training for a variety of information specialists, such as: archivists, record managers, law librarians, librarians for science (including medicine), community and school librarians, and academic librarians (for colleges, universities and university centres in the outlying areas).

In addition, this reorganised department will train all students in the Faculty of Education in information skills and the proper use of libraries. These training courses are being extended to all first-year students of the University. This innovation is very necessary to meet the needs of the Namibian students who, understandably, have had little or no experience in the use of the library, since there have been, in the past, very few, if any, school or public libraries, particularly in the North of the country where most of the people live. Such previous deprivation has had an ill-effect on the study habits of the young person entering university.

Accordingly, our Department of Information Studies headed by Prof A J Tötemeyer is carrying out extensive field research to ascertain the training needs in Namibia for our own information specialists.

UNAM CENTRE FOR MEDIA STUDIES

The training of other personnel in the information field, like regional information officers, extension workers, development planners, journalists and other media practitioners, is being done in the Centre for Media Studies.

The general objectives of the Media Studies Programmes and professional Public Communication Courses are in consonance with the University's Mission Statement. They are also in keeping with the

nation's social and economic policies articulated from time to time, and with special reference to Namibia's Information Policy, itself based on Article 21 of the Constitution of the Republic, which relates to Fundamental Freedoms, including Freedom of the Press and other Media.

The Media Studies Programmes and the professional courses will, in principle, be conducted in two separate but complementary Departments:
(a) Print Media Department including studies in Development Communication Theory and Practice and Visual Arts.
(b) Electronic Media Department including studies in Community Radio, Video Production and Media in Distance Education.

There will normally be three types of undergraduate programmes initially offered during each 9-month academic year, running in three terms (from March to December) or in two terms (total 6 months) being proposed as an alternative:

i) The one-year Certificate Communication Programme (the CPC) covering four courses: one in Journalism cum English; two in Social Sciences and one additional professional course in Media Communication Skills, with three compulsory subjects and two options.

ii) The two-year Diploma in Public Communication Programme (the DPC) covering eight courses: two in Liberal Arts cum Journalism; two in Social Sciences; and four in additional professional Media Communication Skills, with six compulsory subjects and three options.

iii) The four-year under graduate Degree Programme for the Bachelor's degree in Mass Communication Science (the B.A. or the B.Sc. Mass Comm.) covering 16 subjects: two in Liberal Arts cum Journalism; plus one in Liberal Arts per se (a Foreign Language used in Africa); four in Social Sciences; and nine in additional professional Media Communication Skills, with the possibility of a subject specialization. The Public Communication Degree Programme carries eleven compulsory courses and five options.

The proposed curricula for the three undergraduate public communication programmes (CPC, DPC, and B.A. or the B.Sc. Mass Comm.)

are offered at the Centre for Media Studies (CMS) in a type of modular teaching or log-step approach.

Beginning in the Centre for Media Studies, the public communication majors will learn how to use the modern innovations in communications technology and not to be confused by them. Innovations will be offered like the personal computer (PCAI), a multi-media service providing intelligent solutions for desk top computers, intermedia for executives, automating a help desk and knowledge bases on CD-ROMs, as well as a Window on UNIXII.

Indeed, if or when some of these technological innovations are introduced at the University (conceivably through sponsorship from the private sector like banks, which will surely benefit) UNAM will be among the first institutions of higher learning in these parts to have trained its information and communication graduates in a modern multi-media resource centre with 'surround sound' and other forms of the future.

TOWARDS A MULTI MEDIA RESOURCE CENTRE

According to a visiting international communications technology consultant, "the university cannot ignore the major developments occurring in the acquisition-transmission and display of information, which are already being used by the major banks and corporations, who will employ our information graduates". And this is just a glimpse of the future of the University of Namibia in its important and timely role of generating scientific information and training information specialists.

THE ROLE OF THE MINISTRY OF INFORMATION AND BROADCASTING IN SERVING THE INFORMATION NEEDS OF THE NATION

by

Nickipo Hamutenya
Minister of Information and Broadcasting

I would like, first of all, to express sincere thanks to the German Foundation for International Development (DSE) for having made funds available towards the holding of this important and timely seminar on a theme of great relevance and significance to the process of socio-economic development on which Namibia is currently embarked, namely, the need for the co-ordination of the country's information systems and services.

The basic premise behind the theme of this seminar is, I believe, that our country, like most other contemporary nations, produces a variety of information which is essential not only to the proper functioning of society, but also to raising the creative potentials of the individuals; and that since a lot of efforts and resources are spent on the production of information, there is a great and urgent need for Namibia to device mechanisms that would facilitate more and better exchange and sharing of information and to promote wider use of information for the country's socio-economic development.

Many institutions, such as the government bureaucracy, the educational and research institutions, corporations and businesses, the courts, the parliament, the churches, the municipal councils, the media organisations, the unions, political parties, the professional and trade associations, etc. generate, collect and store huge amounts of data and information. They, thus, have their own libraries of sorts and different sizes, which serve as the country's repositories of culture and knowledge. In addition to such libraries, there are public and private computer databases, archives and museums which, together, constitute the nation's information systems and services. Each of these systems and services has a structure of information resources management whose objective is the promotion of knowledge and skills.

Last week, I watched a panel discussion on NBC television among Namibia's newspaper editors. In response to a question as to what

the problems facing the newspaper industry in Namibia today are, one of the editors stated that the major problem facing the industry is **the lack of a reading culture** in this country. The other editors nodded their heads in agreement with him on that point.

Indeed, we can all agree, that the lack of a reading culture is one of the facts which underline the extent of Namibia's underdevelopment; and it is thus one of the major challenges that are confronting all of us who are working in the field of information.

One of the key indices of a society's level of development in the contemporary world is its ability to record, organise, store and widely disseminate information and knowledge among members of that society; and this is why the age in which we live has been described as the **"information age"**; that is, an age characterised by widespread and voluminous production and consumption of information. It is an epoch in which approach to reality through faith and reliance on sacred texts is no longer adequate to guide mankind to truth. It is a time when an ever increasing number of people is looking more and more to accumulated experience and experiments as additional approaches to learning about and interpreting the world in order to be able to better manage and control the surrounding environment or harness nature to the benefit of humanity.

Development specialists are unanimous that information is the chief factor of production in modern times, and that this is true of both the developing and developed countries. Therefore, by and large, a nation's level of innovativeness and socio-economic dynamism is proportional to the amount of information it is able to generate and circulate among its citizens. One American specialist in mass communication has, for example, observed that today "half the payroll dollars in the United States goes to workers who manipulate symbols in the information economy". These workers include media professionals, librarians, researchers, computer programmers university professors, students, archivists, entertainers, etc.

Namibia is widely applauded as an example of a good democratic beginning and a country which is enjoying a measure of peace and stability in a world rocked by many political, ethnic and racial strife. The country is also generally praised for its fiscal regime

and package of incentives that have been put together with a view to attracting investments. However, there is one factor which militates against the flow to this country of the sought after foreign investments, and this is the underdevelopment of the country's workforce. Industrialists require that labour not only be available, but that it must also be skilled. But because of the cruel colonial neglect from which this country has just emerged, the bulk of the Namibian workers did not receive any training in productive skills. This lack of productive skills is one of the major obstacles to the country's development effort.

There are many definitions of development. However, after all the defining elements are analyzed, development means one basic thing to all people: it is a change for better, in both the socio-economic and political conditions of the individual and, consequently, of the society as a whole. Development is not just a matter of technology or Gross National Product (GNP). More importantly, it is a matter of increased knowledge and skills, growth of new consciousness, the expansion of the human mind and the upliftment of human self-confidence.

It is only through such increased knowledge and skills among citizens that any society, ours included, gains greater control over its environment and enhances social change (including greater equity, freedom and other valued qualities) and materials advancement for the majority of the people. Provision of information is, thus, the determinant of increased knowledge and skills.

Given this key role which information plays in the process of development, there can be no doubt about the need for the nation to facilitate public access to information in a coordinated manner.

The starting point in the endeavour to coordinate the country's information systems and services is, I believe, to foster a high degree of awareness among ourselves, as information practitioners, that while each of the various systems and services we represent here, collects, organises and stores information for its own specific purposes, the broader goals, which we all seek to promote, are the same - knowledge and skills.

The second step should be the establishment of a framework within which information professionals affiliated to any one information system or service can easily obtain access to information resources from another system. Such a framework can be achieved through the setting up of networks; and networking implies a high degree of coordination of different activities and agencies that are working towards the same goals.

Therefore, urgent consideration should be given to the establishment of a national focal point to coordinate all the existing information activities in the country with a view to providing the public with a wider access to the nation's information resources. This suggests that either the University of Namibia or the National Library (Estorff Reference Library) be made such a focal point or a national coordinating unit. Through the coordinating activity of such a unit, related institutions will be assisted to work out their own modes of cooperation. For example, libraries, both public and private, may decide on cooperative acquisition and processing of materials, finding aids, union catalogues, inter library loans and electronic transfer of information among themselves.

In the same vein, media establishments, whose past newspaper issues and broadcasting tapes are a treasure house of the nation's social history, could work out their own methods of organising the information they produce in such a way that it can be integrated into the national information system.

There are, for instance, many news items that are often featured in the media and whose usefulness transcends the news need of the day. In other words, such information items could be properly stored for easy retrieval and citing later on. The coordination of this type of information sources implies many things, like good indexing of newspapers and broadcasting tapes, the maintenance of good libraries in which the papers and tapes are stored and the establishment of sound archives as well as the keeping of records of films and files of clippings.

Similarly, publishing houses may decide on their own forms of cooperation, with emphasis on making the sharing of information at their disposal easy.

Moreover, it is reasonably safe to assume that each one of the information systems and services, here represented, is already using computers or is in the process of doing so, because all of us recognise the enormous advantages which computerisation provides for the running of any organisation. For example, computers have large storage capacities. The largest computers are capable of storing billions of items of data. Even the smallest computers can store thousands of items, the manual files of which will fill large rooms.

Computers are also fast, accurate and cost-saving, when compared to manual processing of data and information. Thus, millions of library, archive and museum collections can be easily classified, indexed and stored on such media as computer magnetic tapes and discs.

Furthermore, computer data communications enable us to carry out electronic transmission of information from one location or cite to another; and database networking provides us with opportunities to link terminals that may operate independently, but share data and resources. Therefore, Namibia should consider the possibility of investing in the setting up of a centralised computer database at the proposed focal point, a central database to which all potential users will have easy access.

Besides the establishment of a centralised computer database, the coordinating unit should also be assigned the responsibility to organise annual conventions of information practitioners to exchange views about information collection and management in the country; and also to coordinate the training of information personnel.

Let me now come to the specific topic which I have been assigned to discuss, namely, the role of the Ministry of Information and Broadcasting in serving the information needs of the nation.

I want to start discussing this topic by pointing out the fact that the Namibian government considers the flow of information, through the establishment and maintenance of information systems and services, so important that it is prepared to tax citizens and residents of this country in order to make financial resources available for the running of libraries, archives, museums, c mputer

databases and, yes, indeed, the public media, such as, the Namibian Broadcasting Corporation (NBC), the Namibia Press Agency (NAMPA) and New Era Publication. In so doing, the government proceeds from the premise that education - understood as information for the development of human capital - is not confined to the classroom only; and that informal education, which should be reinforced through the country's information systems and services, must also play an important role in the nation's effort to raise the population's level of knowledge and skills that are so vital for development.

Against this background, the Ministry of Information and Broadcasting does have a contribution to make in serving the nation's information needs. It is a fact that ministries and other government departments are among the most prolific generators and users of information in society. They sponsor hundreds of reports and studies, as well as policy papers and memoranda. They also generate numerous volumes of data and records on things, such as national accounts, population censuses, immigration, voters' registration, patents and business registration, parliamentary bills and hansards, etc.

The Ministry of Information and Broadcasting has a duty to organise all that information in such a way that it can be integrated into the overall national information system.

To this end, the Ministry has given considerable thoughts to the necessity of taking advantage of the advances in technology in order to maximise the benefit of government information resources to the nation. This implies the establishment of linkages to the Ministry's database on which these various sources of government information are indexed and stored for easy retrieval and possible sharing with all other interested parties.

Such a system is currently being developed and will be accessible to all the other information systems and services in the country through the proposed focal point database.

I would also like to point out here that the Namibia Press Agency, as a general news service, whose function seems to be generally misunderstood, collects, processes and stores huge amounts of highly

accurate and reliable information. The agency has a fully computerised editorial wire and archive systems with a capacity of up to 300 megabytes. This means that NAMPA has one of the largest databases of information in the country. This database can be easily accessed by all other information databases which wish to do so.

Similarly, one of the graphic testimonies to the proposition that the age in which we live is an information age and that technological advances have, indeed, made this new age possible, is the fact that information agencies, such as the Namibian Broadcasting Corporation (NBC) are able to use satellite links to gather and store vast amounts of information from beyond our national borders, and relay that information to the national audience. Here, too, networking is vital for other information systems and services in the country to access to the satellite-fed computer database at the NBC; and the Ministry is working hard to expand the NBC satellite communication links for broadcasting purposes, especially television broadcasting, to all the remote areas of the country, thereby making information and culture more accessible to the broadest possible number of Namibians.

Furthermore, since Namibia does not produce most of the intellectual products that it consumes, the Ministry is taking steps to facilitate Namibia's own contribution to the world's intellectual culture. In this connection, we are right now working on two bills, namely the Copyright and Cinematography bills. The Copyright bill is intended to encourage and stimulate the blossoming of the nation's hidden talents by providing legal protection to the rights of authors, composers, artists and distributors of intellectual property.

The Cinematography bill is being designed to give impetus to film making and the establishment of film exhibition centres in the country. Film making, being an important information activity whereby social reality is reproduced through a process of artistic cultural documentation, would then become a significant component of the national information system, whose creation will, I hope, be one of the recommendations to emerge from this Seminar.

In conclusion, I wish to reiterate the point I have made at the beginning of my presentation that the holding of this Seminar is, indeed, very timely. We all agree that information is not only power, but also wealth and health. As such, the need to mobilise and pool all of the nation's information resources for socio-economic development cannot be over-emphasized.

In this connection, I have attempted to indicate one or two ways in which the country's various information systems and services can be coordinated in order to promote knowledge and skills among the Namibian people. I have also sought to underline the point that Namibia's effort to blaze new trails in education by supplementing the formal learning process with informal programmes of education and training needs to be reinforced by all of us, as information practitioners, through widespread and coordinated dissemination of information.

Besides the urgent need for networking of the various information sources, advocated in this paper, the country should also think of new initiatives and plans to establish new and specialised information sub-systems, such as information for sciences and technology, information for social and economic development, information for rural development and information for industrial development. The proposed focal point should have a role to play in the planning and coordination of such sub-systems.

In this connection, some thoughts should be given to ways and means of taking advantage of the information resources available from the many international bodies, such as the United Nations (UN) specialised agencies, which have their own information systems to which the UN member states can have free access. Among the UN agencies which immediately come to mind, are the International Information System for Agricultural Sciences and Technology (AGRIS), sponsored by the Food and Agricultural Organisation (FAO), in Rome, the United Nations Industrial Development Organisation (UNIDO) in Geneva, the World Weather Watch (WWW) with centres in Washington, Melbourne and Moscow, but which also runs some 20 000 weather monitoring stations in many other parts of the world, the World Health Organisation (WHO), also in Geneva, and the United Nations Educational, Scientific and Cultural Organisation (UNESCO) in Paris.

The need to establish links and tap the vast information resources of these agencies becomes even more urgent when we consider the imperative to expand our existing information services to the hitherto neglected rural areas through the establishment of community libraries, school libraries, book boxes, film exhibition centres, bookshops, etc.

Lastly, I would once again like to thank the German Foundation for International Development for making funds available for the holding of this Seminar and the local organisers, namely the Ministry of Education and Culture and the University of Namibia, for a very welcome initiative they have taken to bring us together in order to think about the best ways to make information more widely accessible to the Namibian public and in so doing to help inculcate, in our people, a habit of reading and seeking information, which habit is so vital for Namibia's development.

THE COORDINATION OF INFORMATION SYSTEMS AND SERVICES IN BOTSWANA

by

A.P.N. Thapisa

INTRODUCTION

In Botswana there is an awareness that the coordination of information systems has very wide implications. It includes all inputs necessary for bringing about an improvement in information systems and services. It goes beyond the integration of library and information activities to include all fields of public knowledge, rural extension information, news and media information, management information systems, and statistical and numerical data. The problem is, can this be tackled all at a go? For strategic reasons, those coordinative activities that are affordable in terms of money, time and availability of learned personpower should be tackled first and others later.

Even so, there is a particular need to coordinate information systems and services because of the Botswana Government's tendency to deal with information "compartmentally" (cf Datta 1988a:207-222.) For example, Radio Botswana and the Botswana Daily News are the responsibility of the Office of the President, while the Botswana National Library Service, the National Archives and the Museum and Art Gallery are within the Ministry of Labour and Home Affairs and the Government Computer Bureau and the Central Statistics Office are part of the Ministry of Finance and Development Planning. Couldn't we have a Ministry of Information to sort all this out?

THE INFORMATION SCENE IN BOTSWANA

The key players in the information arena whose agencies or activities are manned by specialists under separate information policies, designed to satisfy local information needs with little desire to share, are:

1. Agricultural Research Department
2. Botswana National Library Service (BNLS)
3. Botswana Telecommunications Corporation
4. Botswana Technology Centre (BTC)
5. Central Statistics Office
6. Geological Survey Department

7. Government Computer Bureau
8. Information and Broadcasting
9. Information Trust Company (ITC)
10. Medical Statistics Department
11. National Archives
12. Meteorological Services Department
13. National Institute of Development Research & Documentation
14. Southern African Centre for Cooperation in Agricultural Research
15. University of Botswana Library (UBL)

Having said that, a special discussion should be made of the Southern African Centre for Cooperation in Agricultural Research (SACCAR).

THE ROLE OF SACCAR

The Southern African Centre for Cooperation in Agricultural Research (SACCAR), was established in 1984 in Botswana to provide the organizational base for regional cooperation and technical support for information and documentation, national research systems, and manpower and training.

SACCAR is a non-profit inter-governmental organization covering Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, Swaziland, Tanzania, Zambia and Zimbabwe.

The Southern African Development Coordination Conference (SADCC) now the Southern African Development Community (SADC) assigned to the Government of the Republic of Botswana the responsibility for coordinating agricultural research and information.

SACCAR provides the following information related activities:

1) It promotes rapid and continuous provision, interchange and use of scientific and technical information both old and new. It provides regional support services that are necessary to assist and inform national focal points.

2) It collects agricultural plans from the SADC which provide useful information concerning national and regional concerns, targets, and programmes for agricultural research and development.

3) It maintains an inventory of national and regional research data which provides factual and statistical data necessary for assessing national and regional research capabilities in respect of

the inputs required to develop the technology for meeting national and regional development targets.

4) It acts as a clearing house and referral point for agricultural information in the region.

NETWORKING

Plans are underway to establish the Southern African Agricultural Information Network (SAAINET) which will operate under the auspices of SACCAR. This endeavour will provide the mechanism for effective information exchange, resource sharing and strengthening of agricultural information centres in the region. SAAINET will identify information and documentation centres in the region specializing in given agricultural interests and use them as focal points for the network. In turn SACCAR will assist these centres to secure additional resources and train their staff in order to strengthen their capacity to provide adequate services to the network. (cf Namponya 1991). SACCAR itself houses the Agricultural Research Resource Assessment (ARRA) database. The database contains statistical and descriptive information about the research, training and extension institutions. It describes the geographical and ecological features of the SADC, lists the research being undertaken, and the assets and constraints of the research systems. The database is available in machine readable and printed forms.

The main function of the database is to support the coordinative activities of SACCAR and to act as a resource for researchers, administrators, planners and development specialists within the region for which search may be made.

SAAINET OBJECTIVE

The main objective of SAAINET is to establish an agricultural information network which will promote information sharing, exchange and dissemination in the SADC.

SAAINET STRUCTURE

SAAINET will operate in a decentralized mode through a Steering Committee consisting of representatives of member focal points, SACCAR, and donors. National agricultural information focal points will acquire literature pertaining to their countries, and provide services first to their own national scientists and second to the

regional scientists through links with members of the network. (cf Southern African Agricultural Information Network 1993).

THE INFORMATION TRUST COMPANY

Another information player of a rather "unconventional pursuit" is the Information Trust Company of Botswana. The Information Trust Company Botswana (ITC), officially opened its doors in Gaborone on the 2nd July 1992. It was initially invited to Botswana by the Botswana Development Corporation (BDC) to do a feasibility study to determine the viability of an operation of this kind of business in Botswana. On the basis of the positive response that was obtained, ITC decided to join venture with the BDC. The ITC is a derivative of the Information Trust Company of South Africa (ITC SA), formally Dun and Bradstreet. As Dun and Bradstreet, ITC (SA) has a track record of 91 years. In 1980 the directors of Dun and Bradstreet bought ITC (SA) and in 1990 the Electronic Media Network (M-Net) bought ITC (SA) from the directors. ITC now operates as a division of M-Net both in South Africa and in Botswana. ITC supplies credit and business information on consumers and businesses both in Botswana and South Africa and will soon be networked to Namibian databases.

ITC offers an extensive consumer credit information service, information on companies including share capital, auditors, registered offices, directors and registered numbers. It is developing comprehensive consumer and commercial files and statistics which will act as monitors on current economic movements. This is the place where if you had a credit with any of the ITC subscribers your name would pop up indicating all the people you owe and by how much. In other words your payment trends and how you conduct your accounts will be reflected. All ITC subscribers send tapes which are fed into the system at ITC. Subscribers include anybody in business or out, banks and financial institutions, furniture shops, wholesalers, industries, insurance companies, freight companies and landlords.

The unfortunate thing nevertheless, is that ITC does not guarantee the accuracy of information contained in the Gazette. It admits that "bona fide" errors may occur in the compilation but it absolves itself of the responsibility for any loss by the subscriber caused by the negligence or error by it or its employees, agents or

attorneys in procuring, collecting and communicating or failing to communicate information to the subscriber, or for any mistake, error or omission in information.

It would appear therefore that ITC is only a monitoring agency for "intelligence information" rather than a conventional information centre as we know it. Yet ITC believes that its activities will assist the Botswana Government in maintaining a healthy economy as credit underpins economic development. I believe that if ITC would like to live up to this promise, it must take full responsibility for the accuracy of the information it supplies to its subscribers.

BOTSWANA TECHNOLOGY CENTRE

It is believed in Botswana that the achievement of sustained economic development requires a technological transformation which in turn needs an integrated approach to the development and application of science and technology. Recognition is made of the fact that technology-related information is a vital factor in economic development. For information to be available and effectively used, there should be networks of information supply and exchange established at national and international levels, with appropriate retrieval mechanisms and associated expertise being established at national level.

Unfortunately, very little technology-related information is available in Botswana and whatever is available is ineffectively integrated with other operational components. As a result the private sector makes little use of it and remains constrained, particularly indigenous small and medium sized companies. (cf Byram 1990).

THE NCCI

Given that there is some considerable activity in information work in Botswana, there has been talk among professionals about the possibility of establishing a National Coordinating Council for Information (NCCI).

The establishment of a National Coordinating Council for Information (NCCI) was first discussed in Botswana as far back as 1988 (cf Datta 1988 b). It was believed then that the NCCI would be used at a

national level as a vehicle for coordinating various efforts towards information generation, collection, processing, storage, and dissemination. It was felt that a country like Botswana needed the creation and strengthening of information networks and that this could best be served through a central agency which would monitor the integration of information systems and services as essential components of the networks. It was felt that a central representative body would be the most convenient mechanism to advise the Government on how best to develop personpower in the field of information management.

In Botswana it was also felt that an established National Coordinating Council for Information (NCCI) would have the task of creating a national information system out of the many disparate organizations operating in the information field, and of coordinating the activities of respective organizations for the effective administration of a national system.

In sum, the objectives of the NCCI were to:

1. Create a national information system by bringing together various agencies - public, parastatal and private - and by establishing institutional links among them.
2. Coordinate the activities of these information agencies for the effective administration of the national system once it has come into being.
3. Formulate, with the approval of the relevant government body, a national information policy; and
4. Execute such a policy and advise Government on future developments on the information scene.

Unfortunately, despite all its good intentions the NCCI never saw the light of day. It remained a paper tiger and still is. The reasons why it did not take off are attributable to the following factors:

1. It did not have the support of policy-makers in Government circles. It was a new idea and I believe, some people did not quite understand its purpose. Maybe that purpose was not quite clearly focused and well articulated by its proponents.
2. There was argument about the NCCI's location. Some people wanted it located inside the Ministry of Labour and Home Affairs others preferred an autonomous body.

3. There were also considerable differences of opinion regarding the composition and structure of the proposed NCCI. Some people proposed a three tier structure while others preferred a dual tier.
4. How to incorporate the private sector so that it also played a part in the NCCI became a problem.
5. At some stage the working committee, the Information and Documentation Coordination Committee (IDCC) was enlarged to include more representation. This seems to have contributed more to the disparity of opinions, thereby stretching the democratic process of decision-making too far. The result was that some key members stopped attending committee meetings.

WAY FORWARD

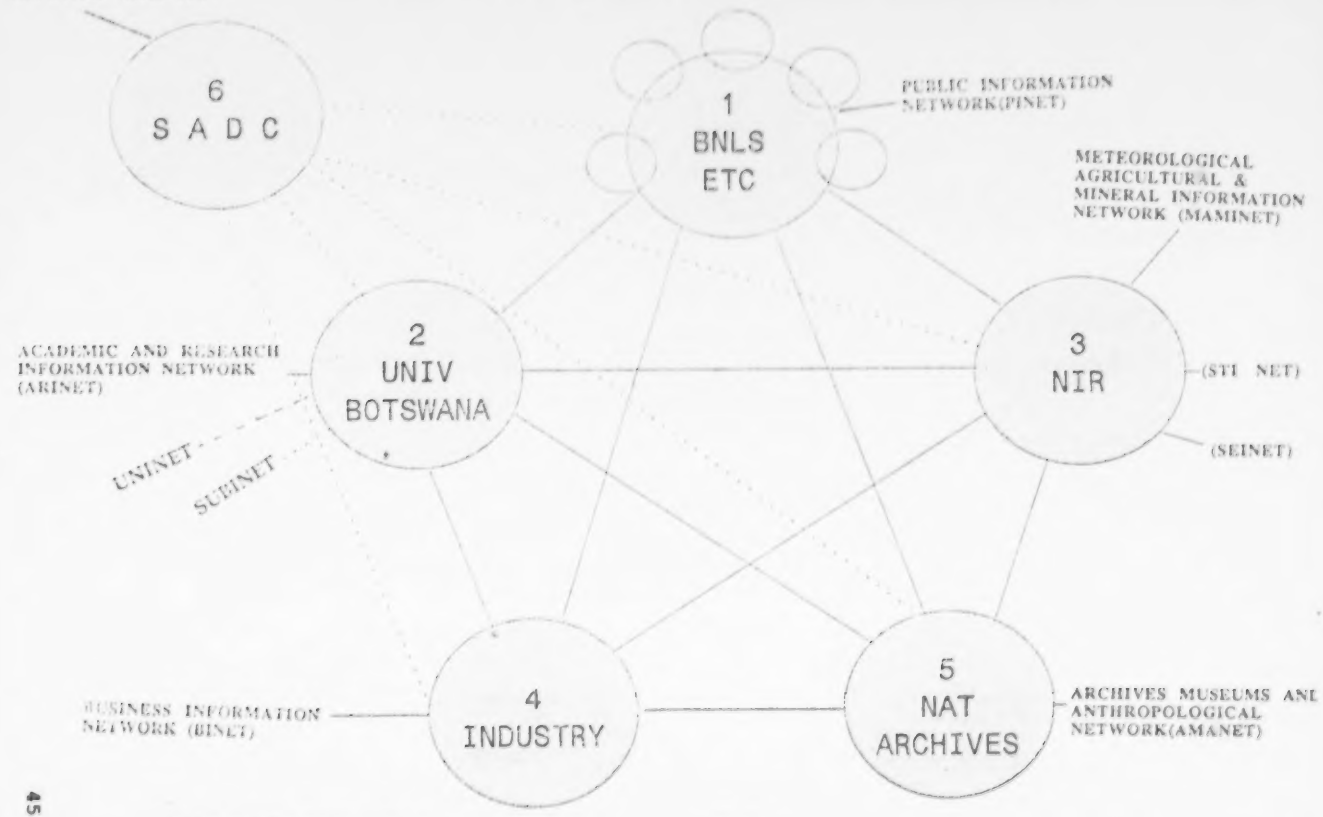
Given the above mentioned problems, the next stage should be to:
1. Reorganize and keep the working committee small and effective. Not more than ten people are required.
2. Draft a National Information Plan indicating how the network should look like and who the key players are together with their satellites.
3. Present a clearer proposal indicating the structure, the objectives and functions of the NCCI.
4. Determine the membership of the NCCI around certain themes and keep it representative but also small and manageable. The themes could include: Public Information Network, Academic and Research Information Network, Business Information Network, Archives, Museums and Art Galleries Information Network, Scientific and Technical Information Network, Socio-economic Information Network, and Meteorological and Mineral Information Network.
5. Mount an intensive lobby at Government, parastatal and private sector levels explaining the benefits of having an integrated information systems.

INFORMATION SYSTEMS PROTOTYPE PLAN (See Diagram)

Information systems and services in Botswana can be integrated into six broad networks. It is useful to note that what is being proposed here is a prototype plan, it does not exist yet.

1. Within the Botswana National Library Service (BNLS) and National Reference System one could plot subsystems comprising all special and ministerial libraries, school libraries, public and

INFORMATION SYSTEMS PROTOTYPE PLAN



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branch libraries, legal records, National Registration, Car Registration, and Registration of Births and Deaths. All these put together would make up the **Public Information Network (PINET).**

2. The University of Botswana System could link together the subsystems and international systems which include the libraries of: the Botswana Polytechnic, the Institute of Development Management, the Botswana Institute of Administration and Commerce, and the Teacher Training Colleges as well as international systems such as the Southern African Bibliographic Network (SABINET) and the South African Universities Network (UNINET). Together they could constitute the **Academic and Research Information Network (ARINET).**

3. The National Institute of Development Research and Documentation (NIR) System could comprise subsystems of the Meteorological, Agricultural and Mineral Information network (MAMINET), represented by the Geological Survey Subsystem, Agricultural, Geographical, Environmental, Land-use, and Deeds Registry Information Systems; the Science and Technical Information Network (STINET), represented by the Botswana Technology Centre (BTC) and the Science and Technology Council (STC); the Socio-Economic Information Network (SEINET), represented by the Computer Bureau, the Central Statistics Office and Medical Statistics.

4. The Industry and Commerce System comprising: the Information Trust Company (ITC), Botswana Telecommunications Corporation (BTCom), the Bank of Botswana, Financial Service and Commercial banks, Botswana Confederation for Commerce Industry and Manpower (BOCCIM), and the Botswana Federation of Trade Unions (BFTU). Together they will constitute the **Business Information Network (BINET).**

5. The National Archives System could comprise all the archives, museums and art galleries in Botswana making up the **Archive, Museums and Anthropological Network (AMANET).**

6. The Southern African Development Community's (SADC) Regional System is in actual fact not part of the national system that is being envisaged here. Owing to its possible regional impact it cannot be left out. It comprises all the databases or banks of the participating nations in the SADC such as: Energy (Angola); Agricultural Research and Training, Livestock Production and Animal

Disease Control (Botswana); Soil Conservation and Land Use (Lesotho); Fisheries, Wildlife and Forestry (Malawi); Transport and Communication (Mozambique); Manpower Development and Training (Swaziland); Marine Fisheries (Namibia); Industrial Development (Tanzania); Mining (Zambia); Food Security (Zimbabwe).

BotsPAC PSS (cf Botswana Telecommunications Corporation 1992).
The above mentioned Information Systems Prototype Plan (ISPP), could be sustained by the services of the recently installed Botswana Packet Switching Service (BotsPAC PSS).

Briefly BotsPAC PSS provides a means by which information can be transferred from one place to the other at the choice of the person making the call. It is a service for switching written (data) rather than spoken (voice) information from one place to another, typically from a terminal to a computer. Switching refers to a process of linking lines together through exchanges until the connection is achieved. BotsPAC PSS can be used locally or internationally to link a terminal to a host computer, or to link two computers together.

Access to BotsPAC PSS is by standard direct circuits such as Data Link or Dial-Up telephone lines. Data Links are direct permanently available connections to the network. They may be synchronous (packet mode) or asynchronous (character mode), depending on the type of terminal to be used. Dial Link users can only access BotsPAC PSS by obtaining a Network User Identity (NUI) and password that must be entered when dialling into BotsPAC PSS.

A modem and communications software will be required by the customer to access BotsPAC dial link. Dial-Up access is available both within Botswana and from overseas.

BotsPAC PSS charges consist of three basic elements:

- **Access Charge:** for all types of access to BotsPAC there is a one-time connection charge, plus a fixed quarterly rental.
- **Usage Charge:** usage is divided into "call duration" and "data carried". Each is charged separately.
- **Facilities:** facilities may be billed either as single payment, or as a quarterly rental plus usage charge.

As you can see, BotsPAC is not quite a cheap alternative. A good number of organizations in the network, as discussed above, might afford it but libraries might find its charges a bit steep. A dial up facility could be recommended for libraries.

PROBLEMS OF INTEGRATED SYSTEMS

Whilst we appreciate the inputs of the new technology which enable us to coordinate and integrate our information systems and services efficiently, this laudable experience often engenders ethical problems which threaten human dignity. Ethical problems include: personal privacy, intellectual property, and accessibility of information. (cf Manson 1988:486-498).

1. Personal Privacy

Let us consider the amount of private and personal information that we volunteer to so many institutions, e.g. schools, correspondence colleges, universities, banks, time-share organizations, hospitals, insurance companies, the police, and legal firms. Some of this information reveals intimate details about us and could cost us our dignity, professional reputation and even jobs if misused. The problem becomes more complicated when new informational relationships can be made through the use of integrated databases. A search in the databases can always be done without our permission. Searching in integrated networks by using a National Identity Number, or ID as it is popularly known, can bring out all kinds of data which can be put together revealing all sorts of details about our private lives to all types of people most of whom have no legitimate business to be doing what they are doing.

2. Accuracy

How can we be sure that the information which some institutions and individuals have on and about us is correct? Incorrect information can also be misused specially when the person with the inaccurate information has power and authority advantage over us. The question of HIV positive people is pertinent here. Such people are known to have been denied opportunities and "death sentences" passed against them even before they are ready to die, just because some people had pertinent information about their health.

3. Intellectual Property

In Botswana we produce a lot of primary and grey literature in the form of newspaper cuttings at the NIR Documentation Centre, government publications and reports, consultancy reports, commissions of enquiry publications, and research findings. Since most of these publications are development oriented they have fallen favour with overseas Ph.D. students and other researchers. The problem is, we hardly see the finished product after the student or researcher has left the country to submit findings. Another problem is that once information has been produced and made public some people copy it and claim it as their own, specially when such information is discovered in its "virgin" condition. Surely even a virgin has got parents.

4. Accessibility

Although we in Botswana are endeavouring to make information held in libraries and information centres easily accessible we still have a problem of illiteracy. The majority of Botswana who are illiterate do not benefit from these efforts. In these circumstances we have to be careful not to create a polarized society. If you consider that information is wealth then it is easy to conceive also of a polarized society of the information rich and the information poor. The information poor of present day and age normally have no access to more sophisticated computational information and they possess no knowledge or training to access it. Most of them in any case have no education.

THE LAW AND INFORMATION

The creation of integrated databases or centralized data banks in Botswana should be accompanied by an endeavour to protect the personal privacy of people. There is need to allow people to access information held by institutions and private companies about them. This should be sanctioned by the law. Presently I am not aware of the existence of such a law in Botswana. We need also an information policy that will help link our literacy programme with the availability of information to support it. There has to be a legal dispensation here. With the advent of international pay television being pioneered in the region by M-Net, there is need for a more open flow and less control of information, but yet we must ask the question "should a freer flow of information in Botswana only be accessible to those with money for decoders and satellite dishes?"

More close to the heart of the matter, we need an **Information Act**. Such an act should be able to cover the following:

1. Allow one to access data and information stored in institutions and the right to challenge their correctness.
2. Allow one to access information concerning oneself in any government database.
3. Allow students to access upon application their educational records.
4. Forbid the secret collection of data and information by government secret police and other investigation bodies. Those needing to access peoples' files must give notification and reason for it.
5. Allow one the opportunity to challenge in court anybody's intention to access one's personal records.
6. Forbid information collected for one purpose from being used for other purposes unless the affected party gives consent.
7. Rule that agencies collecting data and information must ensure its accuracy and protect it from misuse.
8. Compel government to publish information that is in the public interest e.g. reports of commissions of enquiry.
9. Restrict the movement of classified data and information outside the borders of their country of origin.
10. Protect people's intellectual properties.

Finally there is need for a **Freedom of Information Act** through which official documents are made available for public inspection and copying. The emphasis here, in a democracy such as Botswana, is on government's accountability to the citizens and is on the people's right to know. Yes, let us coordinate our information systems and services so that we can share and use our resources more efficiently, but let us not design information systems that invade the personal privacy of our people. Let us design systems that are accurate and accessible to avoid the embarrassment of falsification and the indignity of information deprivation.

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COORDINATION OF INFORMATION SYSTEMS AND SERVICES IN ZAMBIA

by

Rudwell Mwacalimba

BACKGROUND

Information systems and services in Zambia are conspicuous by the uncoordinated manner in which they evolved. Unlike other countries where some form of library authority such as a library board is first put in place and is then charged with the task of planning and developing a library system countrywide, in Zambia there was never a library board nor is there one in place today!

PRE-INDEPENDENCE ERA

Zambia, a former British colony of Northern Rhodesia, became independent in October 1964 having been administered by the British South Africa Company (B.S.A.C.) from about 1899 to 1924. It then became a direct British colony of Northern Rhodesia from 1924. From 1953 to 1963 Northern Rhodesia was a constituent part of the now defunct **Federation of Rhodesia and Nyasaland** comprising the present day Zambia, Malawi and Zimbabwe.

From the point of view of information systems and services, the pre-independence era was characterized by a lack of any government policy on library development (irrespective of whether one looked at public, academic, special or school libraries). At the time of independence in 1964, the legacy which was passed on to the new nationalist government was one of indifference to issues relating to library development.

During the B.S.A.C. rule a few subscription libraries were set up in various parts of the country especially along the line of rail but most of them were initiated by small pockets of the expatriate communities and admission to such facilities was restricted to members only. Later some municipal councils set up some public libraries which were limited in scope and invariably lacked consolidation and coordination. Most, if not all of them were severely underfunded, understocked, understaffed, underdeveloped and underutilized. Their impact on society was negligible, to say the least.

That this was the state of affairs should not come as a surprise because there was no legislation to guide the development and coordination of library infrastructure in the country (Mwacalimba 1981).

The scenario presented by the public library scene was equally applicable to other types of library systems in the country. Libraries in institutions of learning, ranging from school to college libraries did not emerge as part of a nationally conceived and co-ordinated policy. Hence it was not unusual for new colleges and schools to be built without paying due regard to the need for a well planned library to support the learning institution's academic programmes. In our schools both at the primary and secondary levels, especially government schools, libraries (wherever they existed) evolved and continued to operate on the initiative of the individual Headmaster or Headmistress as he/she was not mandated to set up any school library at his/her school.

In post-secondary and other training institutions the situation was not any better. The library had no clearly defined role to play and no conscious efforts were made to improve the situation.

THE ZAMBIA LIBRARY SERVICE

As stated earlier, lack of government policy on libraries and library development in colonial Northern Rhodesia led to the absence of a library infrastructure in our country. It was through the financial support of the Ford Foundation of New York which gave a generous grant of $111,800 to the then Northern Rhodesia government in 1960, that a country wide Northern Rhodesia Library Service (N.R.L.S.) (forerunner to the Zambia Library Service (ZLS)) was finally established in Lusaka in 1962. The N.R.L.S. was designed to cater for the information needs of the whole country with special emphasis on rural areas. Even though the funding for N.R.L.S. did not come from the Northern Rhodesia Government, its launching marked the first major attempt by the Government of the day, to initiate some semblance of coordinated library development in the country inadequate as it may have been.

THE STATE OF LIBRARY SYSTEMS AND SERVICES IN ZAMBIA

The past is a good guide to the present, so they say. This is certainly true in Zambia today, as is evident from the foregoing.

Because we did not do what our colleagues in Namibia have done by organizing this **Seminar on Coordination of Information System and Services** we find ourselves in a situation where, twenty-nine (29) years after independence, we still do not have a single agency or government ministry that is responsible for coordinating or directing the development of information systems and services in the country.

What we have currently, is a situation whereby various types of information systems and services fall under the jurisdiction of different authorities.
These may be listed as follows:

- University and College Libraries

Zambia has two Universities, namely: The University of Zambia (UNZA) and The Copperbelt University (CBU). The two Universities are governed by the **Public Universities Act** of 1992 which places them under the Ministry of Education. It should be noted that even if the Universities fall under the Ministry of Education, the Minister of Education does not have direct influence on the day to day activities of the two university libraries in Zambia.

- Teacher Training College Libraries

Teacher Training Colleges (for primary and secondary school teachers) belong to the Ministry of Education and so do their respective libraries. Unlike University libraries, however, our teacher training college libraries face the unsettling problem of not having a well defined role in the academic life of the colleges of which they are an integral part. Many of them are not housed in purpose-built library buildings, they have no qualified library personnel to run them and they have no approved budget for their running expenses, including book purchases.

There is some hope, however, that this picture may change beginning this year following the publication of a Report on the **Survey of Teacher Training College Libraries** which was funded by the Finnish

International Development Agency (FINNIDA) in 1992 (Department of Library Studies, University of Zambia 1992).

TECHNICAL TEACHER TRAINING COLLEGE (TTC) LIBRARIES

Technical Teacher Training Colleges (TTC's) fall under the Ministry of Science and Technology and so do their respective libraries. These libraries are generally better funded as their role in the imparting of technical education is well recognized and appreciated.

In terms of direct jurisdiction, the TTC Libraries are the responsibility of the Department of Technical Education and Vocational Training (D.T.E.V.T.).

SCHOOL LIBRARIES

All primary and secondary school libraries are the responsibility of the Ministry of Education. As earlier stated, we do not have in place, a clear government policy on school libraries in Zambia.

Efforts are being made, however, to get the Ministry of Education to define a clear policy on school libraries so that their role in the promotion of teaching and learning in our schools can be properly spelled out.

We believe that it is in the primary school where we should cultivate in the child the interest to read books so that this becomes part and parcel of his/her upbringing. Only then can we be assured of having adults who are well informed about matters of public interest and their full participation in developmental efforts that affect them.

PUBLIC LIBRARIES

In all our three cities (Lusaka, Ndola and Kitwe) and most of the major towns along the line of rail, we have public libraries which cater for the information needs of the general public. The major feature which characterized our public libraries especially during the First and Second Republics was a zero growth rate. Our libraries experienced shrinkage as a result of declining funding by the civic authorities.

Even after ushering in the Third Republic in November 1991, we still have to see a positive trend towards public library development and

expansion, depending on how the Ministry of Local Government will perceive the role and value of the public library to our overall national development.

GOVERNMENT DEPARTMENTAL LIBRARIES

In various branches of government we find libraries which should meet the information needs of the personnel who run the government machinery. The difficulty we have had so far, has been the lack of appreciation by some senior civil servants for the provision of libraries as sources of accurate and appropriate information needed for decision-making. It is for this reason that the bulk of our government departmental libraries are underfunded, not run by qualified staff and their utility value seems doubtful.

It is encouraging to note, however, that with the coming of the Third Republic there is evidence of realization in government circles about the need to set up information systems in various departments so as to build up institutional capacity vis-a-vis the quality of decision-making our administrators should promote. This observation is based on a number of requests which the University of Zambia Library is receiving for assistance in setting up libraries in some government departments. This augurs well for the library profession in Zambia.

PADIS AND ESADIS

The Pan-African Development Information System (PADIS) based in Addis Ababa has identified Lusaka in Zambia , as the regional headquarters for the Eastern and Southern African Development Information System (ESADIS) to serve the countries of eastern and Southern Africa. After several years of procrastination, it is pleasing to note that the Zambian Government has moved towards implementation of the ESADIS Project based at the ECA offices in Lusaka. This is a very recent development. We await its gradual development.

LIBRARY LEGISLATION

Despite having attained political independence in 1964, we in Zambia have been slow in moving towards putting library legislation in place. For some strange reasons (perhaps not really strange given the non-library oriented colonial legacy which we inherited at independence), we are still probably the only English-speaking country in this region which has no library legislation to this day.

We are pleased to note, however, that there now appear to be better prospects for getting our National Assembly to enact library legislation in the near future. For the first time since independence we have, in the manifesto of the ruling **Movement for Multi-Party Democracy (MMD)**, a clause which explicitly spells out the ruling party's desire to develop and provide for the maintenance of libraries in our learning institutions. This is something for us to smile about.

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THE ARCHIVES CONTRIBUTION TO THE COORDINATION OF INFORMATION SYSTEMS AND SERVICES IN KENYA

by

Musila Musembi

1. INTRODUCTION

Kenya is a medium sized developing country with about 24 million people. Until recently, it was the African darling of the international economic community and a candidate for an elevated status of what has been called the Newly Industrialised Countries (cf American Embassy Nairobi 1992:6). This picture has drastically changed in the last few years. The world recession and the temporary withholding of aid money by donor countries have had very adverse effects on the country's economy. And as if this was not enough, Kenya also experienced a severe drought in most places in 1991/92, the same period when close to half a million refugees from Somalia "flooded" the country. This situation has not been helped by a high population growth which has systematically eroded the benefits of the limited economic growth. All these problems have, in the last two years or so, seriously weakened Kenya's socio-economic infrastructure, including library and archives systems and services. However, the situation is expected to improve greatly in the next few years following the December 1992 multi-party elections, and the expected release of donor funds.

Kenya has fairly well developed library, archives, and documentation services. Generally speaking, academic libraries in the four universities and several colleges of higher learning, are fairly well stocked. However, inadequate funding for library services in these institutions has reduced the acquisition of new materials. To a large extent, this is also true for public libraries. In this situation of very scarce resources and increasing responsibilities, the Kenyan librarians, archivists and documentalists have been forced to talk to each other much more often than at any other time before. This spirit of dialogue and cooperation among ourselves was, in 1990, given a big boost by a seminar on Coordination of Information Services in Kenya. The seminar was funded by the DSE and the Kenya National Library Services.

As in many other African countries, Kenyan librarians and archivists can never emphasise enough the need to plan together, and the necessity to coordinate their systems and services. This is especially so because the Kenya information scene is still "characterised by lack of coordination, maldistribution of activities, gaps, and unnecessary overlaps" (Maktaba,1977:75-79). To some extent, this may be an over-statement. However, the statement generally reflects the present position. It is for this reason that the 1990 seminar on Coordination of Information systems and services in Kenya recommended that "an Ad-hoc Committee under the Director of KNLS and the Director of Kenya National Archives and Documentation Service be established to oversee the implementation of coordination of information systems and services". This was very significant especially to the Kenyan archivists. It was some kind of reward for the many years of hard labour through which we have consistently attempted to demonstrate to our stubborn colleagues, the librarians, that a National Archives has an important role to play in a country's information services.

2. THE ARCHIVES' CONTRIBUTIONS TO THE COORDINATION OF INFORMATION SERVICES IN KENYA

As everybody knows, the Public Service creates and receives an immense documentation in the course of its business. This documentation includes an extremely wide range of subjects - from highly scientific and technical data to information related to daily activities of the ordinary citizen. It is for this reason that the Kenya Government, like most governments in this region, has determined that the records and archives which are created in the Public Service must be properly managed. In this regard therefore, the Kenya Government is developing "an information strategy of which the Kenya National Archives and Documentation Service forms a central component" (Hall 1990:3). This information strategy emphasises the Department's linkages to the libraries and documentation centres in the Public Service.

2.1 Acquisition, Preservation and Access to Reports

In almost all African countries, the acquisition, preservation, and access to reports and other generally circulated documents have presented special problems. As we all know, some of these reports and documents may be classified at the time of publication. Many

other Government reports are not easy to acquire because they are not included in the legal depository laws. As a result, libraries have often experienced great difficulties in acquiring and preserving these materials. This position was firmly confirmed during the discussions of the Preparatory Workshop on African Documents which was held in Tangier, Morocco in 1977. The situation has not changed much even now. In Tanzania for example, the management of reports and other generally circulated documents has been quite unsatisfactory. In his official opening speech for a DSE sponsored Seminar on the Establishment of a National Information and Documentation Network in Tanzania, the then Minister of Education, Prof. Kighoma A. Malima observed that:-

"For instance, there is no systematic collection and organization of the many extensive and expensive studies commissioned by our Government. A valuable resource is lost, often necessitating more studies, covering much the same ground. There is also no policy of outflow of such studies, so that one day we will have to purchase the very studies that we commissioned and paid for" (Malima 1989: 6).

Although many African Governments are certainly facing similar problems as the one described by Prof. Malima, very few of them have taken adequate measures to solve this problem. We know that a good number of the reports and studies which are produced by the Governments may be classified and access to them could be restricted. Under such circumstances therefore, it is unrealistic to expect such reports and documents to be passed to libraries. The Moroccan experience confirms this. On 18th December 1972, the Government of Morocco issued a decree which established the National Documentation Centre at Rabat. Although this Centre was going to concern itself with the acquisition, preservation and access to the Moroccan Government documents, it is significant to note that the 1972 decree excluded confidential documents. This is also probably the reason why Section 4(7)e of Nigeria's National Library Decree of 1970 defined publisher to ".... exclude the Federal Military Government and the Military Governor of a state (or any person acting in his capacity as such ....)" (Ogunsheye 1977:87). However, the Kenyan experience shows that it is possible for a National Archives to get the necessary Government support to obtain and preserve all kinds of reports - subject of course to certain conditions.

Up to the 1970's, attempts to effectively manage Kenya Government reports and documents were not successful. As in most other African countries, these materials were excluded from the Country's depository laws. And even more significantly, the Kenyan librarians and archivists were not united in getting a solution to this most difficult problem. It would, however, appear as if the Government itself was increasingly feeling the need to set up a system for the acquisition, preservation, and access to the reports and other generally circulated documents. In 1975, the Government took the initiative and supported a Seminar on the "Use of Documentation and Information for Planning and Decision-Making". The seminar was supported by UNESCO and DSE among others. Its participants were mainly the very top civil servants e.g. Deputy Secretaries, Deputy Provincial Commissioners and their equivalents in the Public Service.

The momentum generated by the 1975 Seminar ultimately resulted into a formal policy formulation for the acquisition, preservation, and access to Government reports and other generally circulated documents. In 1985, Government ministries, departments and parastatal organizations were informed, among other things, that,

"Every Government office shall supply to the Chief Archivist one copy of any published or generally circulated document or report produced by the Office whether in hard copy or micro-form. The creating Office may if necessary, prescribe the period for which the document shall remain restricted from consultation by other public offices or members of the Public. This will ensure that vital data and information in reports is preserved for future reference by the Government, and by research scholars" (Kenya. Public Service. Office of the President 1985).

However, these instructions were not comprehensive enough and after extensive consultations, the Head of the Public Service and Secretary to the Cabinet, Office of the President, instructed all the Permanent Secretaries, Heads of Department and all the Chief Executives of parastatals and Local Authorities that they must:-

"Deposit with the KNA a copy of all published and unpublished reports and documents, which include annual reports, monographs, ... and all other generally circulated documents produced or received by your

Ministry/institution. Prescribe where necessary, the period for which the report or document should remain restricted from consultation by other public office, or members of the public. .... with the exception of Security Institutions, all Ministries and other Public Institutions must comply fully with this mandatory requirements" (Kenya. Public Service. Office of the President 1989).

A year later, in 1990, the Public Archives and Documentation Service Act Cap. 19 was amended to give a legal base to the above requirements. The amended Act also requires the Directors of the Government Printer and the Central Bureau of Statistics respectively, to supply the Archives with two copies of every publication made by them. On the other hand, the Kenya National Archives and Documentation Service is required by the same law to publicise the availability of the reports and documents it gets. In this regard, the Act required that,

"The Service shall, every six months, publish and circulate to all major libraries in the country and in the link centres in the public service an accessions list of reports and documents acquired" (Kenya. Public Archives and Documentation Service Act 1990: Cap 19).

With the exception of two cases, we have published and distributed on time, the accessions lists for the reports and documents which have been received. This has been a real challenge to us. It is a challenge which we will continue to face with determination as we strongly believe that no institution can climb the ladder of success with cold feet.

2.2 Access to Public Records

The Kenya National Archives and Documentation Service was formally established by an Act of Parliament in 1965. From the very beginning, the Department was supposed to compile and publish guides and indexes in order to facilitate access to its vast collection of archives, documents, and publications. However, no publication programme was initiated until 1982 - almost twenty years later! This means that our colleagues in libraries and documentation centres could not know what was available in the Archives. Consequently, access to archival materials was very limited in those years. Since 1982, we have drastically improved the position. We have compiled

and published a variety or archival guides and indexes. In addition, we have taken further measures with regard to access to materials under our custody as described below:-

(a) We have published brochures which describe clearly and in fairly simple language our holdings and services. These brochures have been very widely distributed e.g. to most libraries, universities, colleges and schools.

(b) A "Marketing Officer" has been requested to personally visit relevant Heads of Department in the four universities with the aim of explaining to the lecturers, the services they can get from the Kenya National Archives and Documentation Service. Whenever we have got an opportunity, we have also used the TV and the mass media to publicise our programmes and activities. Once university lecturers and members of the public know what is available in the Archives, they are likely to use our vast resources. In this regard, our efforts have paid very good dividends.

From the foregoing therefore, the Kenya National Archives and Documentation Service has taken deliberate efforts to publicise its holdings. We have also gone out of our way to establish good working relationships with librarians and documentalists in Kenya. As a result, the number of documents consulted have increased from about 3 000 in 1982 to 7 941 in 1992. In addition, 12 643 persons visited our exhibition (archives, photographs, publications and material culture) in 1992. In order to meet this increased use of our services, we are now opening on Saturdays between 08:00 and 14:00, though on an experimental basis. However, I must point out that the expansion of our services has brought with it other problems and constraints, some of them quite serious. More and more librarians and archivists in the country are expecting the Department to play certain leadership roles for which we do not seem to be well prepared for now. And at the same time, public offices and members of the public are making increasing demands on our services, some of which may be difficult to satisfy.

2.3 The National Coordinating Committee on Information Systems and Services (NACCISS)

As already stated, the 1990 Seminar recommended the establishment of an Ad-hoc Committee under the Director of KNLS and the Director of the Kenya National Archives and Documentation Service to oversee the implementation of information systems and services. A National Coordinating Committee on Information Systems and Services (NACCISS) was formed soon after as recommended. Unfortunately, by the end of 1992, this Committee had held only two meetings. Obviously, two meetings within that period are not adequate, and this has tended to weaken the spirit of cooperation. However, this failure has been very well compensated for by regular meetings of one of its Sub-Committees, i.e. the Sub-Committee on Resource Sharing. In the last two years, the Resource Sharing Committee has met six times, and has really demonstrated the strong will among the Kenyan librarians and archivists to work together, and to share the information and resources under their custody. I have, together with the other Co-Chairman of the NACCISS, received several briefings and reports from the Resources Sharing Sub-Committee. In my view, a strong base has been established on which future programmes and activities can be based on. I am pleased to note that the Kenya National Archives and Documentation Service has played its fair share in this attempt to improve the library and archives services in Kenya. We have provided the venue for the NACCISS meetings as well as those of the Sub-Committee on Resource Sharing. In addition, we have also provided teas for those attending these meetings. We hope to continue doing so.

2.4 Cooperation on Matters Relating to Preservation and Conservation of Library and Archival Materials

Librarians and archivists are increasingly becoming aware that some of their collections are in danger of getting destroyed through the adverse effects of temperature and humidity. This problem has, until recently, not received the necessary attention in most African countries. Kenya is no exception. Although the Archives had established a Microfilming Section as far back as 1960's, no Conservation Unit was set up until the middle of 1980's. And even up to now, the Conservation Unit is not fully developed. However, we have achieved considerable capability in repair and restoration of documents. We use hand repair and restoration processes. This

capability has not gone unnoticed. In 1988, we trained a person from Seychelles in Conservation and Reprography for a period of about three months. He was sponsored by the Commonwealth Foundation. And in 1990/91, the German Government sponsored an officer from the National Archives of Zanzibar for an attachment course on Conservation for a similar period in our institution.

Recently, librarians in Kenya have began to show greater interests in preservation and conservation of library materials. As every librarian knows, the base of most library books is basically the same as that for archival materials, i.e. cellulose. Repair and restoration of library and archival materials is therefore quite similar. It is for these reasons that we are prepared to cooperate with librarians to gradually improve Kenya's capability in this area. This explains why the Kenya National Archives and Documentation Service is now cooperating very closely with institutions which are teaching librarianship and archives, i.e. Moi University, and the Kenya Polytechnic.

Reprography is an essential tool for the preservation of information contained in library and archival materials. Unfortunately, reprographic equipment is very expensive and it is almost impossible for most library institutions in a country like Kenya to develop the necessary capability. It is out of this realization that some Kenyan librarians and archivists have come together and formed the Kenya National Microfilming Society. At the moment, the participating institutions include the Kenya National Archives and Documentation Service, the University of Nairobi, Kenyatta University, Moi University, Egerton University, the Kenya National Library Services, MacMillan Library, and the Library of Congress Office in Nairobi etc. The objectives of the Society are:-

(a) To establish a national society which would be responsible for the microfilming of newspapers, rare and other documents of general interests to all members.

(b) To assist other countries to acquire copies of these microfilms.

The Archives has played an important role in the formation of this Association and I have been chairing its meetings. The Archives has

again continued to provide the venue for the Society's meetings. I should perhaps mention that we used to have a fairly well equipped Microfilming Section, and that it is this position which has enabled us to play a central role in the planned formation of the Kenya National Microfilming Society. The Society is expected to be registered by the Registrar General fairly soon.

2.5 Involvement in other Professional Activities

There are several other areas in which the Kenya National Archives and Documentation Service assists in the coordination of information systems and services. The Department is an active member of the Scientific Information Committee of the National Council for Science and Technology. This Committee promotes programmes and activities relating to the organization and access to scientific information in Kenya. The Director of the Archives is also a member of the Kenya National Commission for UNESCO, as well as its Information Sub-Committee. Apart from these Standing Committees, we have actively participated in many other short-term activities.

At the international level, the Archives has been an active member of the Eastern and Southern Africa Regional Branch of the International Council on Archives. And up to the end of 1992, we also provided the African representative to the International Microfilming Programme for Developing Countries - a Sub-Committee of the International Council on Archives. I must mention here that the country lost a lot of records during the colonial period, and that we have been retrieving Kenyan related records especially from the United Kingdom in the last few years. This has been a very difficult job.

3. SOME LESSONS

The Archives' active participation in the coordination of information systems and services in Kenya has exposed us to the intense and often intricate politics of the information workers, and especially the librarians. In particular, we have learnt several lessons as detailed hereunder:-

(a) The will to work together and to share resources among Kenyan librarians and archivists is now very great indeed. If it were not for this, the intense and often complex wranglings among members of

the weak Kenya Library Association in particular, and the information workers in general, would have totally killed all efforts which have been made towards the coordination of information systems and services in Kenya. I must emphasise that the will to cooperate and work together must never be taken for granted. Our experience has clearly demonstrated that all major institutions must in particular continue to make special and practical efforts to create a favourable atmosphere in which resource sharing and coordination of information systems and services can take place.

(b) It is costly to participate in any efforts geared towards coordination of information systems and services. The key players must be prepared to spend a lot of their time on matters relating to the management of libraries, archives, and documentation centres. Yet we all know that time is very limited especially to those persons who are managing medium/big institutions. As a matter of fact, this has probably been the biggest problem which has been faced by myself and the Director of Kenya National Library Services in our efforts to coordinate library and archives services. This problem has been made worse by the absence of a secretariat for coordination purposes. And the absence of an effective professional association has, of course, made the situation even worse.

(c) In the last few years, many information workers in Kenya have asked themselves this question: Why can't we coordinate our services much more closely? In many seminars and conferences, many recommendations have been made to the effect that librarians and archivists should share information and talk more with one another. If we were to look at the frequency with which we are told to communicate more, we would obviously think that the Kenyan librarians and archivists are a strange type of human beings who delight in silence and isolation. Recently however, and through experience, I have formed a strong opinion that we have a long way to go before we can build a good infrastructure for an effective coordination of information systems and services. The manual information retrieval systems in use by most big libraries in Kenya and the distances between them are real roadblocks against coordination of information systems which means that users in our part of the country or even city cannot easily access materials only a few miles away. We need to appreciate all these problems in order to avoid being too quick

in condemning librarians and archivists as people who do not value the need to cooperate with each other.

CONCLUSION

Librarians, archivists and documentalists have, for many years, discussed the need for coordination of information systems and services in seminars, workshops, and even at individual levels. We all agree that we have talked more and done much less. Our experience at the Kenya National Archives firmly confirms that it is possible to improve the situation. In the last few years, we have continued to stretch our hands of cooperation to libraries and documentation centres. I am pleased to report that a good number of librarians and documentalists have positively reciprocated this good will from the Archives. This has created a climate which has enabled us to play our fair share in the coordination of information systems and services.

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ARRANGEMENTS FOR THE COORDINATION OF INFORMATION SYSTEMS AND SERVICES IN MALAWI, 1976 TO 1993

by

R.S. Mabomba

INTRODUCTION

Library and information services have increasingly been recognised as a very important element in development activities in any nation. The correlation between the information-rich countries being developed and the information-deficient countries being underdeveloped or poor has been realised by many governments in Africa. It is generally clear now that one of the major causes of the increasing economic and social disparity between the developed and poor countries is the shortage, or disorganised nature, of information in the poor countries.

In Malawi, the Government spends significant amounts of money on the University Libraries; on the National Library Service; on libraries in Teachers Training Colleges and schools; on libraries in research establishments, particularly in agriculture, as well as on libraries in various Ministries and Departments. Various statutory bodies also spend money on their library/information units. Could a system not be devised which would ensure general awareness of existence and availability of the resources, and their accessibility for use, by persons in the country engaged in administrative, political, economic, scientific, educational, social and cultural activities?

Establishment of a Committee

A meeting of organisations interested or involved in library and information activities was convened by the National Library Service on 13th July, 1978 at which representatives of the University, the Malawi Library Association, the National Archives, the National Research Council and Malawi Bureau of Standards were present.

It was resolved that an Interim National Information Committee be created, with its Secretariat at the National Research Council, whose main task would be to arrange for the establishment of a coordinated system of library and information services in the country. It was envisaged that all existing public libraries, libraries in Government, in statutory bodies, in the University and other

educational institutions would be regarded as potential components of the system.

The membership of the Committee included representatives from:

1. The Malawi Library Association.
2. The University of Malawi.
3. Malawi Bureau of Standards.
4. National Library Service.
5. National Research Council (Secretariat).
6. National Archives.
7. Ministry of Agriculture.
8. Department of Information and Tourism.
9. Ministry of Finance.

The author chaired the Committee, which later was expanded to include representation from the Posts and Telecommunications Department, Ministry of Health, Ministry of Trade and Industry and the Department of Economic Planning and Development (EP&D).

Local Influences on Coordination

The Committee was established to arrange for the establishment of a coordinated system of library and information services in Malawi. Why did we have to coordinate our services? Among the purposes we identified were the following:

1. To facilitate the streamlining and planning of information services for their development along predetermined lines.
2. To avoid unnecessary duplication of resources, effort and services.
3. To facilitate unified government recognition of information and documentation services as an important sector in all endeavours geared at national development.
4. To facilitate multilateral sharing of resources at national and international levels by improving general awareness of availability of the resources and their accessibility.
5. To avoid erratic and random approaches for assistance from the national government and from foreign aid agencies.
6. To stimulate sub-sectoral reorganisation, reassessment of objectives and development within the information sector.

It was therefore important that for economic and operational convenience we have our services coordinated.

We also looked closely at the sharing of our resources and services. Why at all should we share?

1. Public Resources:

In our country, the sources of finance for almost all library, information and documentation services can be traced to the Government. In general then, one can justifiably declare that all such resources are public property.

Though each library or information service was created to serve a specified purpose, there is no reason why, for example, lawyers, research workers and administrators in Government should be denied access to University Library resources whenever they require such access.

2. Maximising Utilisation and Exploitation of Resources and Services:

Many documents will lie little used in one information unit, though there may be other potential users for those documents elsewhere in the country. The same is true of services offered by information units. Money is well spent if the documents or services on which it is spent are exploited to the possible maximum for the benefit of the whole country.

3. Impossibility of Self-Sufficiency:

No information unit, no matter how large, can be self-sufficient in meeting the demands of its primary users from its own resources. Similarly no country, defined group of countries (e.g. SADC) or continent can be self-sufficient.

The volume of documents, the multiplicity of information media, the diversity of subjects and ever-rising costs of acquisition make comprehensive coverage and self-sufficiency impossible.

External Influences on Coordination

It seems that the idea of planning library and information services at national level in African countries was first introduced at an

Expert Meeting on National Planning of Documentation and Library Service in Africa, held in Kampala, Uganda from 7th to 15th December, 1970.

Then in 1974, Unesco, in collaboration with IFLA and the International Council on Archives, organised the **Intergovernmental Conference on the Planning of National Documentation, Library and Archives Infrastructures**, held in Paris from 23rd to 27th September. The concept of National Information Systems was born during that conference, and in 1976 a booklet, Design and Planning of Information Systems: a Paper for Government Planners, was published. In the years that followed, the concept was vigorously publicised at various types of fora organised by Unesco, or under its sponsorship.

An Intergovernmental Conference held in Arusha, Tanzania in April 1976, in which Malawi participated, was one such forum. Another Meeting of Experts was held in Brazzaville, Congo, on **Planning Documentation and Library Networks in Africa** from 5th to 10th July, 1976. This Meeting mainly discussed the acceptance of the NATIS concept and the implications of adopting NATIS in the various countries.

In the Eastern and Southern African subregion, the **Coordinating Centre for Regional Information Training** (CRIT) Programme, a joint German Foundation for International Development (DSE) and East African Academy (later the Kenya National Academy for the Advancement of the Arts and Sciences) programme, convened at least eleven meetings of information experts between 1973 and July 1980, who in later years met as a Regional Council for the Development of Information Systems and Services in Eastern and Southern Africa. Malawi participated in these meetings.

With the expiry of the CRIT Programme in August 1980, the CODISSESA "venture" was not pursued much further though the DSE have continued sponsoring Meetings of Experts held in various countries in the Subregion, as well as National Seminars such as this one.

Other influencing factors included the establishment of the **Pan African Documentation and Information System** (PADIS) by the Economic Commission for Africa (ECA) in 1980 in Addis Ababa, as well as the

aborted arrangements for the creation of a Southern African Documentation and Information System (SADIS) from February 1982, and later that of the Eastern and Southern African Documentation and Information System (ESADIS). All these, as well as other international systems outside the continent, required the establishment of a national focal point/contact point or participating centre. Only coordination could bring about a nationally acceptable and recognised centre.

THE ROLE OF THE INTERIM COMMITTEE

There were a number of problem areas to which the Committee addressed itself. Firstly, there was a need to survey the existing information resources and services in the country; information needs had to be surveyed and identified. In September 1978, the National Research Council made available funds to enable the National Library Service to carry out a survey of information resources in the country. That survey revealed that:

1. A number of libraries in the country held valuable collections of documents in fields of activity related to their parent institutions.
2. The majority of libraries outside those of the University and the National Library Service were in a poor state of organisation, leading to underexploitation, loss of important documents and general disregard for the importance of the role of the library.
3. There were no trained persons at junior levels to be used in operating small library and information units in the country.
4. There was a general need expressed to have a national union list of serial holdings compiled and maintained, and an improvement in photocopying facilities in many of the institutions.

Reorganisation of Libraries: Human Resources and Training

It would not be possible to coordinate our various libraries in the state they were in until they were properly reorganised. Reorganisation, and maintenance of the organised libraries, required trained personnel: trained personnel at junior levels because an average institution could not, for example, employ a professional librarian to run its small library.

So, through the Malawi Library Association, it was arranged to start a Certificate Course for Library Assistants, which has been

successfully run from 1979, producing an average of 15 trained Library Assistants per year. Towards the same goal, it was also decided to produce a guide on how to organise and operate small libraries. The author edited Manual for Small Libraries in Malawi, which was published by the Malawi Library Association in September 1981.

Gradually institutions in both the public and private sector have sponsored their "librarians" on the course and the long desired effects have started to show. It is envisaged that by the year 2000 most of the libraries in the country will be manned by trained personnel.

However, it was realised there was need for training facilities at Diploma level to meet the personpower requirements of the larger library and information units in the country. Facilities currently relied upon are those at the University of Botswana. These obviously will not satisfy national requirements; so there have been plans to establish Diploma courses in Librarianship in the University of Malawi, possibly to be run over a specified number of years.

NATIONAL DOCUMENTATION CENTRE AND MICROFILMING BUREAU

By the late 1970's, the problem of storage of files and documents was becoming increasingly acute in many Government establishments, notably at the National Archives, the Accountant General's Department and the Department of Surveys. Microfilming was seen to offer the chance of both space saving and preservation of the documents. Measures to initiate appropriate government action started in the mid-1970's.

In August/September 1978, in response to a Malawi Government request, Mr. Alan Horder of the National Reprographic Centre for Documentation in Britain visited Malawi, through the sponsorship of the Overseas Development Ministry, as a Technical Adviser. He was commissioned to draw up a project for a National Microfilm Bureau which would meet the needs of the Malawi Government and the private sector. His report was issued in November 1978.

Arising from a request to UNDP to fund the establishment of the Microfilming Bureau, advice was given to the effect that such a Bureau should be part of a National Documentation Centre.

Subsequently, UNDP commissioned, through Unesco, the services of three consultants: one to advise on the establishment of a Microfilming Unit and two to advise on the establishment of a National Documentation Centre. Their reports were received in mid-1981 and the Committee met to discuss them on 3rd July, 1981. The Committee's views on the reports, and its proposals were conveyed to Government by the Secretariat. Government approval to go ahead with arrangements for the formation of a National Documentation Centre was given in February 1983, and a Project Document was drawn up by the Committee.

The Project was presented at the Malawi Donors' Conference in March 1984; it was discussed at a meeting between UNDP, Ministry of Finance and Economic Planning and Development department officials in December 1984. By April 1985, it seemed that problems of buildings and staff establishment impinged on prospects of UNDP assistance, and it was only two years later that UNDP interest was revived after a change in personnel in that organisation.

The Document was revised in the light of advancements in computer technology and microfilming equipment and accessories, and inflationary trends affecting prices. Later a meeting was held at the Office of the President and Cabinet on 22nd October, 1987 during which the then UNDP Resident Representative indicated her willingness to provide funds for the first phase of the Project, subject to Government making provision for initial counterpart staff and accommodation. The Document was redrawn in accordance with UNDP format and presented to UNDP for consideration towards the end of that year. It was finally signed by the Malawi Government and UNDP in November 1988.

Immediately after the Project Document was signed, an order for project equipment was made. In October 1989 two vehicles and two computers were delivered. The project was then ready to take off the ground. However, this was delayed because a Chief Technical Adviser had not yet been identified and recruited.

Administrative Machinery

The Committee had also been tackling matters relating to the administrative machinery for a national system of library and documentation services. Crucial among them were the creation of a formal National Advisory Board on matters relating to libraries, archives and documentation services; the formulation of a National Information Policy; the revision, where necessary, of all legislation affecting library and information services, e.g., the National Library Service Board Act and the National Archives of Malawi Act; and the creation of a library/ documentation career structure in the civil service. The Committee's attention was focused on getting these sorted out.

It had been established right from the beginning that all matters relating to library, documentation and information activities in Malawi should be handled by the Office of the President and Cabinet, through the National Research Council. Until such time that a National Coordinating Centre would be formally established to function as a National Focal Point, the Committee's Secretariat in the NRC would handle all external communication and liaison, and the National Library Service would function as the coordinating agency.

The signing of the Document signalled the creation of a National Documentation Centre. However, the area of administrative structure required definitive recommendations. At the request of the Government of Malawi and as part of the Project, Unesco contracted Mrs. Sheila Lampart of Jamaica to undertake a month-long consultancy mission to Malawi in January 1990 with the following terms of reference:

1. Advise on the organisation of a national documentation centre as the focal point of a national information system.
2. Elaborate a plan of action for the establishment of a national information system linking participating centres.
3. Formulate the organisational structure of the national information system after consultation with the relevant libraries, information and documentation centres.
4. Recommend the composition of an information management committee to define a networking policy.

Following this consultancy mission, a National Documentation and Information Coordinating Committee (NADICC) was instituted to supersede the Interim Committee on Documentation and Information.

NADICC membership is similar to that of its predecessor, with the addition of representation from the Computer Society of Malawi. It held its inaugural meeting on 9th November, 1990. A Chief Technical Adviser arrived in June 1991 and this marked the practical beginning of the Project.

Malawi now has an operational National Documentation Centre. It is a Division in the National Research Council (since renamed Department of Research and Environmental Affairs). It is the national focal point of the information system in Malawi. Collaborating with it will be various sectoral subsystems, some of which are already functioning, such as agriculture and health. Among the roles of the Centre are:

(a) Collection and exchange of bibliographic data.
(b) Establishment of such services as interlibrary loans, interlibrary reference services, etc.
(c) Conducting of training for network partners to ensure efficiency.

With regard to the Microfilming Bureau component, a consultant, Ms. Fiona Wilkie, was hired in February/March 1990 by Unesco to come to Malawi and re-examine microfilming needs and recommend on equipment purchases. However, because of delays in implementation of the Project, inflation and other factors led to the shelving of this component; available funds could not accommodate it.

SUBSYSTEMS, SECTORAL INFORMATION SERVICES

There are several subsystems which are functioning or in the initial stages of development, particularly in the fields of agriculture and health. A network of public libraries also exists.

Agricultural Information Services Subsystem

Originally intended to support the World Bank funded National Agricultural Research Project (NARP), a network of libraries was established by the Department of Agricultural Research (DAR) in the

Ministry of Agriculture in 1986, and this is promising to be the first successful sectoral information service in the country.

With its headquarters at Chitedze Agricultural Research Station in Lilongwe, branches have been established at Bvumbwe, Lunyangwa and Makoka Research Stations, at the Agricultural Communications Branch, Central Veterinary Laboratory and at the Ministry of Agriculture Headquarters.

Records of holdings have been computerised and the system seems to have pioneered the use of the latest CD-ROM technology. It has a number of large foreign databases on compact disks, e.g., those of the Food and Agriculture Organization (FAO), CAB International and the U.S. National Agricultural Library, as well as various encyclopedias. The databases were previously accessible only by those countries with computer on-line facilities. This required "packet-switching" in the telecommunications infrastructure, and database search/access time on telephone lines was very expensive.

The DAR Library System collaborates with Bunda College of Agriculture Library of the University of Malawi and the Natural Resources College Library in producing Current Contents, a publication containing photocopies contents pages of latest journals in agriculture and related sciences received by them. It is circulated nationwide. The Library was designated Malawi's Input Centre for FAO's AGRIS, an international bibliographic system covering agricultural literature. It is the focal point for the agricultural sector in Malawi's national information system and the national representative in the recently established Southern African Agricultural Information Network (SAAINET), under SADC.
The collaboration of the major agricultural libraries in the country has virtually created the first strong sectoral information network in Malawi.

Public Library Subsystem
A nationwide system of public libraries and information centres has been developed by the National Library Service. It consists of seven branch libraries in the major urban centres, over 480 small library units in primary and secondary schools, and over 500 rural community information centres.

POLICY ON LIBRARY AND INFORMATION SERVICES

We did realize the need to establish a framework or guidelines for the information infrastructure in Malawi, simply in order to ensure that our library and information systems and services would grow along predetermined lines. By the early eighties, the topic of national information policy had also become popular at many professional fora.

In March 1983, the Interim Committee established a subcommittee to look into ways of evolving policy on library and information services in Malawi for eventual recommendation to Government. A preliminary report was issued in September that year. It transpired that a national seminar on information policy would have to be held. Funding for such a seminar was not available from local resources.

In June 1984, the author attended an **International Seminar on National Information Policy and Planning** organised by Unesco at Dubrovnik, in former Yugoslavia, which drew up the Unesco **Guidelines on National Information Policy: Scope, Formulation and Implementation**, published in 1985. So we turned to Unesco for assistance in funding our national seminar.

In collaboration with the National Library Service, and with Unesco sponsorship, the Interim Committee organised a **Seminar on National Policy on Library and Information Services** from 4th to 6th March, 1987 in Lilongwe.

Participants were senior officers from various government departments, parastatals and non-governmental organisations. Unesco was represented by Mr. Victor Montvillof, then working in the General Information Programme. The objectives of the Seminar were:

(a) To draw the attention of Government to the need for a National Policy on Library, Documentation and Information Services in Malawi.
(b) To sensitise all agencies in Malawi involved in, concerned with or interested in the collection, processing, dissemination and use of documentary information, about the need for a national policy as the basis for planning and effective coordination of information activities.

(c) To assign the responsibilities for ensuring the provision of information and services.
(d) To lay the foundation and initiate the procedures for the formulation of a national policy.

Proposals on policy which Government was requested to consider and endorse contained statements on the development of information manpower; the generation and collection of information resources; organisation, storage and retrieval of information; effective access to, and utilisation of information; and the coordination of library and information services in Malawi.

The document containing the Seminar policy proposals was submitted by the National Research Council to the Secretary to the President and Cabinet in whose office it might have been "laid to rest" after being shuttled among officers responsible for "Government Information" in the Office of the President and Cabinet. Attempts by the Committee to get feedback have never succeeded.

Even when the Government drew up its Statement of Development Policies, 1987-1996, there was no specific mention of information services as an important component in development endeavours. It was possibly a manifestation of failure in the Unesco approach to formulating national information policy. We had followed almost all the steps stipulated in the Unesco Guidelines. We involved senior government officials, administrators, policy makers, information users, information workers and other appropriate representatives in the Seminar. It didn't work.

We have now taken a different approach. The Malawi Government is committed to implementing its development policies stated in the document mentioned above. Financial resources are allocated (when available) for implementing the policies. What we have done is to single out a few areas of national development priority, those in which information plays a crucial role, e.g., Agriculture, Health, Forestry and Natural Resources, Rural Development, Education, Science and Technology, Women in Development, Commerce and Industry. Information policy proposals will be made in connection with each of these sectors.

A subcommittee of NADICC was created on 9th November, 1992 to work on and propose these sectoral information policies. It consists of two senior librarians, a prominent educationist, a senior government computer specialist, two senior research workers in agriculture and forestry and a rural development specialist. The strategy and methodology adopted by the Subcommittee in carrying out the task should see us succeed in having policies which will guide information services essential for supporting recognised areas of government activity.

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ZIMBABWE: AN OVERVIEW ON THE COORDINATION OF INFORMATION SERVICES IN THE POST INDEPENDENCE PERIOD

by

Devi Pakkiri

1. INTRODUCTION

The 20th Century has been characterised as an information-led era. Phenomenal strides have been made in the use of information address problems confronting nations and to promote a good standard of living for all.

While developed countries are turning to the massive dissemination of technology-based information, such a strategy in the developing countries tends to be blocked by political and economic factors. Few of these factors are unique to a specific country. There is a commonality of problems faced by the developing countries. These include: rapidly rising population, economic recession, rising unemployment, poverty, malnutrition and heavy dependence on donor support. Recently these set-backs have been compounded by the austerity measures of Economic Structural Adjustment Programmes and the crisis of drought.

Seen in this context, the provision of a comprehensive, integrated information service becomes a daunting and yet challenging one. Provision of information to all strata of society is a costly exercise with little or no immediate, tangible benefit to the provider. Scarce resources could well be justified for allocation to other areas with immediate visible results. Newly independent countries however, are tasked with providing a balance between support for social services and for growth factors in the economic structure.

This paper will highlight the development and problems faced by traditional libraries such as public, school, municipal and non-traditional libraries such as Home Libraries, Culture Houses and Non Governmental Organisation libraries. Contributions by support organisations such as the Zimbabwe Book Development Council, Zimbabwe International Book Fair and the Zimbabwe Library Association have facilitated library expansion and have enabled the service to explore

new horizons. This development and interaction will be the main focus of the presentation.

2. AN OVERVIEW OF PRE-INDEPENDENCE LIBRARY SERVICE IN ZIMBABWE

The pattern of library development in the Southern African region shows a common trend. Prior to independence, a race-based dual system of education became entrenched. The provision of library service followed the same trend. Resources were unequally distributed and there was no commitment at the level of both central or local government. Scant attention and interest was given to develop a comprehensive, integrated library service. A vision of the essential role of the service in the life of the community was lacking.

Many of the libraries were subscription libraries while some libraries for the lower income groups were sustained by beer hall profits! The early libraries were the outcome of initiatives of public-spirited individuals, charitable organisations, church organisations etc. The collection reflected the views of the providers rather than the interests of the users.

3. POST-INDEPENDENCE DEVELOPMENT

Up to 1985, the existing libraries were not served by an established National Library Service. The passing of the National Library and Documentation Service Act (NLDS) by Parliament in 1985, aimed at remedying this situation. Its functions as stated in the Act are:

"(a) in relation to constituent and affiliate libraries

(i) to promote the widespread enjoyment in Zimbabwe of publications of an educational, scientific, cultural, recreational or sporting value;

(ii) to ensure, maintain and develop a high standard of library facilities;

(iii) to operate a documentation facility and an inter-library loan facility; and

(iv) to train librarians and to ensure, maintain, coordinate and develop a high standard of librarianship.

(b) in relation to constituent libraries, to provide, maintain, coordinate and develop facilities for the consultation by and the

free lending to the public of publications for reading, research, recreation and study."

Its achievement to date has been uneven and it has not sufficiently redressed the imbalance in information provision to the majority of the nation.

The progress and development of the various categories of libraries under NLDS will be summarized.

Murehwa Culture House

NLDS planners emphasised the role of libraries in Zimbabwe. Based on this rationale, a Culture House was established in Murehwa. This was the first of 55 culture houses planned for the country. The culture house was to act as a focal point for the cultural activities of the rural community.

The Culture House in Murehwa was officially opened in 1986. The buildings are pleasant and well maintained but only limited intended functions are fulfilled. There is a hall with music and radio available for community use, a museum and an exhibition hall for locally produced crafts and sculptures. However, the library is relatively small with inappropriate stock (donated by well-wishers and donor agencies). The lack of provision has discouraged extensive use of the library by the community.

The Culture House idea is original, relevant and exciting but has proved too expensive to implement.

Public Libraries

At the time of independence the two major public libraries were Bulawayo Public Library and the Queen Victoria Memorial Library in Salisbury (now Harare City Library). They were opened in 1896 and 1902 respectively as subscription libraries. Other public libraries are found in the major cities of the country.

Funding of public libraries comes from a variety of different sources such as the City Council, Central Government and state donors.

The Harare City Library Annual Report, 1991, gives a breakdown of funding:

Income	**1989/90**	**1990/91**	**Variation**
	$	**$**	
Grants			
City of Harare	140.000	140.000	No change
Zimbabwe Govt	6.000	7.000	+ 16.6%
State Lotteries	10.000	10.000	No change
Own Income			
Subscriptions	157.204	227.128	+ 44.5%
Extra Books	45.123	41.224	- 8.6%
Fines	29.043	29.283	+ 0.8%
Interest	11.853	19.560	+ 66.0%
Sundry Revenue	7.171	8.896	+ 24.1%

*** (approximately Z$10 + 1)**

Bulawayo Public Library and Harare City Library are statutory bodies run by elected management committees. As they are subscription libraries much of their funds are generated through membership fees, fines and supplemented by grants from government and other sources.

Municipal Library Services

These library services are run by the respective city councils. In Bulawayo an annual grant is provided from the profit of local brewing. The funding is inadequate with no money for expansion, maintaining stock and general improvement. A major disparity exists between the Municipal Libraries Service and the Public Library systems.

The Municipal Library Services cater mainly for the high density areas (low income areas) and the Public Library Services cater mainly for low density areas (high income areas). Efforts to amalgamate the two-tier system in the spirit of the one-service concept have not been successful. This is difficult to achieve without an amendment to the Act of Parliament which established this dual system.

National Free Library in Bulawayo

The National Free Library was established in 1944. Its collection development policy has changed only marginally since its inception. The basic rationale being:

"to contribute a corpus of serious non-fiction books to the overall resources of local public libraries in order that their users should enjoy the resources of a larger library in books of this kind"

"make available from the resources of specialist libraries those specialized books which are in widest public demand and which specialist libraries could not conveniently make available through the public library system"

"fill gaps in the national bookstock as they arise".

School Library Service

The development of this category of the service has been uncoordinated, uneven and ad hoc. The provision varies from no libraries to well-equipped and staffed libraries. The appointment of a school librarian by the Ministry of Education was a progressive step which has been subsequently hindered by non-availability of qualified personnel to fill the post.

Mobile Library Service

Bulawayo Public Library operates the only mobile library in the country. It provides service to the elderly, school children and outlying areas not served by a library. The service is a cost-effective way of servicing remote areas without an enormous outlay for buildings. The same stock can service many areas. It's a provision that should be seriously considered while buildings are being planned.

Rural Libraries

The general trend is that urban areas are better served than the more remote rural areas. Many rural areas lack any form of library provision and this is often aggravated by poor or non-existent school libraries. Users are forced to resort to inter-library loan service of the National Free Library in Bulawayo.

National Archives of Zimbabwe

The National Archives of Zimbabwe is the legal deposit library of Zimbabwe. It has acquired and is continuing to acquire valuable material written inside and outside Zimbabwe, on the country. In 1982 it became a depository for UNESCO publications. One essential function it performs is compiling and publishing the Zimbabwe National Bibliography. Two other important activities undertaken by the Archives are the Oral History Programme and the acquisition of written materials on the liberation war in Zimbabwe. All oral interviews are transcribed, indexed and filed as part of the historical collection of the Archives.

University Libraries

There are three universities in Zimbabwe: Africa University, National University of Science & Technology (NUST) and the University of Zimbabwe. These universities are autonomous with the latter two falling under the Ministry of Higher Education. Africa University is independent and is administered by the United Methodist Church of U.S.A.

The University of Zimbabwe Library has the largest resource collection in the country. It caters to the needs of 10 000 users and has a book stock of 500 000 volumes. It runs an effective interlibrary loan service to meet national and regional demands. The Medical Library has established a well supported CD-ROM service. The Main Library and the Veterinary Library are in the process of doing so, having just acquired CD-ROM hardware.

Lack of foreign currency to build essential reading materials for teaching and research; lack of professional staff and lack of resources to automate the Library, have negatively impacted on the effective functioning of the Library. To a limited extent these constraints have been addressed by donor support.

NUST and Africa University having only recently acquired the appointment of university librarians, are in the process of developing their collections.

Non Governmental Organisations

The role of NGOs in providing service should not be forgotten and be given due credit. The services are often user-led and based on clearly defined objectives. They often depend on the initiative, imagination and resourcefulness of a few dedicated individuals. For the purpose of this paper I shall highlight the work of only two organisations.

a. Home Library Service

Two Home Library Service projects funded by donors were established, one in Harare and one in Bulawayo. The Harare Library no longer exists. The one in Bulawayo still exists but has shifted its focus. It focuses on new adult literates rather than children and with emphasis on education. It is a useful way of bringing books, reading and story-telling to varying groups of people and encourages adults to tell stories to children. Recreational reading is also encouraged and members of the group discuss the books they have read.

b. Zimbabwe Women's Resource Centre and Network (ZWRCN)

The organisation works on gender and development issues. It was set up in 1990 by a group of women with the main objective of enhancing the position of women through the collection and dissemination of materials and information. This information is collected from women's organisations, government departments, non-governmental organisations and from researchers and individuals working in the field of women in development and gender issues.

The Centre functions as a library where documents and information on gender and development are systematically organised and indexed for a wide range of users. The Centre at present has a substantial collection of books, documents and journals dealing with women and development.

Most of the collection belongs to the so called "grey" or "ephemeral" material which is generally difficult to access. The collection of the library is available through the computer-based data management system. Regular bibliographies are produced on relevant and current issues.

The Centre publishes a news bulletin regularly to keep members informed on new developments. It organises "in-house talks" on a regular basis and the summaries of the talks are available at the Centre. The Centre has started reviewing some of the books in its collection. Most of the reviews are done by the members though not necessarily representing the views of ZWCRN.

The Centre is funded by donors and subscriptions from members.

It is hoped that planners and decision-makers would use the centre when enacting regulations relating to women. It is also hoped that areas wanting further research will be encouraged and supported.

c. Nyajezi Community Library

Many rural areas lack any form of library service and when school libraries are inadequate, students have to resort to the inter-library loan service of the National Free Library in Bulawayo.

One rural library which is successfully fulfilling its role, is the Nyajezi Community Library. It was established by a voluntary organisation, Rural Libraries and Resources Development Programme (RLRDP). It is one of a few such libraries scattered throughout the country.

Nyajezi Community Library is attached to Nyajezi School. The library stocks a wide selection of books in the vernacular on subjects such as crafts, crops, rearing livestock and health. These are supplied by the Department of Non-Formal Education (Ministry of Education) and produced by the Literature Bureau. Other adult literacy texts include booklets on Zimbabwean history, agriculture, food, transport and other aspects of daily life.

Information posters are displayed in the library and some popular magazines are stocked although funding has been a severe constraint.

Adult literacy lessons are held in the classroom adjacent to the Library so that follow-up materials are readily available and can be borrowed. One of the primary school teachers acts as a voluntary literacy tutor.

While Nyajezi Library was initiated by a voluntary organisation with donor support, nevertheless, efforts are underway to make it self-funding. They are working on income generating projects such as running a stationery shop and also by selling agricultural products grown by the students.

Role of Support Organisations

a. Zimbabwe Book Development Council

The Council was formed in 1991 to coordinate book development and book promotion in the countries. Its primary objectives are:

"To work towards the creation and maintenance of a sustainable literate environment, increasing the people's awareness of, and access to, books throughout Zimbabwe by ensuring the continued availability and promoting the use of the widest possible range of printed publications.

To facilitate and support the work of all individuals and organisations involved in the creation, manufacture and distribution of books and involved in the promotion of reading and the use of books.

To function as the primary source of information and expertise on all matters related to the production and use of books in Zimbabwe, and to make such expertise and information available to all who may require it, including Government, the public and private sectors, aid agencies and individuals.

To monitor all matters, including economic, social, legal and political developments, that may affect book development, and to take whatever action may be necessary to take advantage of positive developments and to minimize the effect of negative developments.

To strengthen all professional associations in the book industry in order to develop high quality book professionals within the country who might better promote the activities of their particular professions within the overall framework of a national book development policy.

To act as a mediator where formal agreements may be necessary between different parties within the book industry and to serve as an arbitrator in any matters of conflict that might arise.

To coordinate all book development efforts at national level and to promote local and regional book development efforts."

b. Zimbabwe International Book Fair

This is an annual event and affords an unique opportunity for the display of books, magazines, journals, educational aids, audio-visual materials and computer software.

It is a meeting place for publishers, writers, booksellers and librarians from around the world and is now widely recognized as Africa's Premier Book Fair. Its long term objectives are to encourage and to facilitate a vibrant book trade as a guarantee for book provision in the region.

c. Zimbabwe Library Association

Contributions by professional organisations play a decisive role in reinforcing a national information service. Well supported professional associations should have the power to lobby for improved conditions of service for librarians and for the proper recognition of their contributions.

To a limited extent, this role has been fulfilled by the Zimbabwe Library Association by holding professional workshops and seminars, publishing a professional journal and by keeping members informed by holding regular meetings.

The last few years have been trying years for the Association. Lack of funds and dwindling support from members have substantially weakened the role of the Association.

4. CONCLUSION

Since the passing of the NLDS Act in 1985, efforts have been made to coordinate and improve information services nationally. However, the rate of development has been affected by a lack of funds for new buildings and for the development and maintenance of book stocks.

Originally 55 culture houses were planned but only one at Murehwa has been built. Its library is poorly stocked and hence not effectively used by the community. The development of public and school libraries has been subjected to a similar fate by lack of funds. It is mainly the private schools in the more affluent areas that enjoy the services of a good library.

It therefore seems reasonable to advocate the formulation of a national information policy reflecting the needs of the community while a national information plan is being considered. To date, we do not have such a policy which ideally should have been developed and incorporated in the national development plan.

A comprehensive and integrated approach to a national plan is necessary so that the levels and range of needs could be identified and a plan of action initiated. Literacy levels, state of development of book publishing and selling, impediments to book promotion should be addressed at the planning stage.

It is crucial that planners, decision makers, and information experts work together to ensure sustainable development in the information field.

Perhaps a radical departure from traditional libraries may be necessary so that needs are realistically addressed. Adult literacy, story-telling, home libraries, literature for the new literates, mobile book services should be part of the process of an information service so that an equitable service is effectively set in motion.

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LIBRARY SERVICES OF THE MINISTRY OF EDUCATION AND CULTURE

by

Alet E. Marais

1. INTRODUCTION

It is said we learn from history that we learn nothing from history. We in Namibia must, however, objectively consider those developments of the past that resulted in the unequal distribution of Library and Information Services (LIS), which are in addition mainly directed to the educated and urban sections of the community. We must also address, and thereby try to redress, the lack of a co-operative framework amongst LIS.

If we only blame the various bureaucratic systems and avoid searching our own hearts, we are still not honest in trying to find solutions. I am convinced that we are partly to blame for our inability to make an impact on both policy makers and society.

2. HISTORICAL OVERVIEW

Library development in Namibia is very much a product of the successive political and constitutional orders of the past. Paragraph 19 of the SWA Library Service Ordinance and Regulations, 1968, stipulating that "all library services provided by the (SWA Library Service ..... shall be provided separately for whites and non-whites", paves the way for segregated LIS. This situation was aggravated by Proclamation AG 8 of 1980 transferring legislative powers to representative (ethnic) authorities in respect of, inter alia, "matters having as their object the promotion of art and culture in relation to the particular population group, including the establishment, erection, maintenance and management of, and control over .... libraries .... and any services in connection therewith." Public Libraries were consequently taken over by the Administration for Whites.

No <u>specific</u> powers were anywhere assigned in connection with the establishment and provision of library services for blacks in urban areas, although the Urban Areas Proclamation, 1951 contained certain broad powers which could include matters related to a library service. Section 32(2) e.g., stated that "an urban local authority can in certain circumstances make or take over regulations on the

establishment, management and control of certain institutions (beer halls, bioscopes, etc) and any other institutions which in that authority's opinion will promote the interests of blacks." (cf Draft National Library and Information Services Act : 2).

Despite these, albeit vague provisions, various earlier efforts to establish library services for blacks failed. It was only in 1985 that an agreement between the Minister of National Education and the Chairman of the Executive Committee of the Whites, legalized by Cabinet Decision 789/85, resulted in the opening of all public libraries to all races.

At the time of Independence the Administration for Whites provided a well established library service for schools under its jurisdiction, comprising media user education, curricular use of the media centre, administrative control and a couple of model media centres. The Department of National Education since 1982 provided a library service to schools established by the department, as well as advisory services on request to schools established by the Kavango and Tswana Representative Authorities. The Rehoboth Government and the Representative Authorities for the Namas and the Coloureds had school library services in various stages of development. In 1988 the Administration for Whites boasted of media centres in 16 secondary, 42 primary and 3 special schools under their jurisdiction as against 7 in secondary and 4 in primary schools served by the Department of National Education. In order to catch up with the backlog and as part of a school readiness programme and an effort to establish a book or reading culture, the Department started in 1983 with the provision of book nooks to beginners' classes in primary schools. By 1988, 423 book nooks containing 184 titles and 24 711 books were provided to 63 primary schools (cf Libraries in SWA/Namibia 1988 : 14; 29).

This situation resulted in the unequal distribution of school and public libraries, with the most densely populated far North and the deep south the most deprived.

The Estorff Reference Library, destined to become the National Library of Namibia, became the Legislative Assembly Library in 1926 and the (SWA) Administration Library in 1957. In 1965 it was

incorporated in the newly established SWA Library Service and since the 1980's fell under the jurisdiction of the Administration for Whites.

In terms of CPI (Central Personnel Institute) Decision no 10/4/83/284 of 10 April 1985 the Department of National Education was made responsible for staffing and professional control of government libraries, while the various departments themselves were responsible for accommodation, capital expenditure and auxiliary service staff.

3. THE POST-INDEPENDENCE SCENE

After Namibia's independence, second tier educational authorities were gradually incorporated into the Ministry of Education and Culture. All previously existing library services were united under the Division Library Services within the Department of Culture.

The new establishment provided for three subdivisions, viz. Government Libraries, School Libraries and National and Public Libraries, each headed by a Chief: Library Service. This Division falls under a Deputy Director: Library Services who answers to the Director: Culture who in his turn, is responsible to the Under Secretary: Culture.

Provision was also made for library components on regional level, falling under the Deputy Directors for Culture. The idea was that policy should be formulated at central level and implemented at regional level. Certain functions were to remain centralised, e.g. selection (with the necessary input from the regions), budgeting for library materials and certain other services, purchasing, processing and professional guidance. Needs establishment, institution of new services and service points and the provision of facilities were to be the responsibility of regional offices.

Some of us, including myself, had doubts about this development. It was regarded as a continuation of the previous fragmented infrastructure. Enthusiasm and a spirit of goodwill by the various Deputy Directors have dispelled some of these fears. There is, however, still large scale uncertainty on who is responsible for what. Unilateral decisions are being taken that should in actual fact have been discussed with all parties concerned, according to the

opinion at Head Office. I sincerely hope that this seminar will create a framework for co-operation and coordination in this respect.

Independence and the consequent abolition of AG 8 therefore paved the way for a unified national library service.

4. IMMEDIATE FUTURE PROSPECTS

Every government employee is eagerly awaiting the outcome of the rationalisation process - for diverse reasons of course. Some are expecting a golden, or at least some kind of handshake, others are anxious to see whether their services will still be required and some of us are just concerned with where we are going to end up.

The most recent speculation has it that the Department of Culture will cease to exist as such and that a number of its subdivisions, including Library Services, will be transferred to the Department of Adult and Non-formal Education.

Library Services is destined to become a Directorate on its own, comprising four subdivisions, viz. Government, School, Public and National Libraries. If approved, we will also have our own personnel and finance components. The regional structures will apparently also be strengthened.

Apart from a glaring omission of middle management staff - apparently a phenomenon throughout the new-look Ministry, but one that will have to be addressed for purposes of promotion opportunities for librarians and for realistic division of work - we ended up a lot more fortunate than some rumours had it. It seems as if our message of a unified national library system has been received.

Hopefully in order to facilitate close cooperation, the Archives, Museum Services and Teachers' Resource Centre Network will also form part of the same Department.

5. PROBLEMS AND PROSPECTS

The library infrastructure in Namibia had been adversely affected by these developments. The various library and information services operated in isolated, sometimes opposing, environments, resulting in ignorance of and competition among one another.

This resulted in the unnecessary and costly duplication of information resources, services and facilities. Uneven financial provision resulted in unequal distribution of resources and services and also in extreme differences in quality of service. The most serious results were that the institution responsible for public libraries was not in a position to expand its services to serve all population groups and that some schools were provided with above generally accepted standard media centres while the majority of schools remained totally deprived of such services.

There was also a general lack of standardised cataloguing and classification procedures, hampering future networking. It further was, and still is, extremely difficult for persons who previously ran the show to be incorporated into and, in certain instances, inevitably had to submit to rival components. Although quite understandable, it does not contribute to development. These feelings should be openly and critically addressed. The only way to overcome these reservations may be the acceptance of a greater goal to be achieved by joint effort in the interest of national development.

What is generally experienced in Namibia is:

- Lack of a national information policy, supported by legislation,
- poor financial support, probably reflecting the low priority assigned to library and information services by successive governments and also the state of the economy,
- a critical shortage of suitably qualified staff, coupled with uncompetitive remuneration and service conditions, especially on entry level in the public service and a lack of local training facilities,
- a pre-occupation with improving the economic performance, and thus the quality of life of inhabitants by way of agricultural development, health services, formal and non-formal education, housing, etc., and a lack of understanding that information is crucial for the success of these ventures. LIS are thus not yet recognised as partners in development,
- insufficient and irrelevant collections,
- very little cooperation between LIS,
- a chicken and egg situation whereby poor quality services leading to low expectations by users, remain below standard.

There is, however, hope. A weak infrastructure can act as impetus for cooperation through joint effort to tackle the weaknesses and shortcomings (cf Muluka 1990 : 186).

Although subscribed to by many and often discussed formally and informally, there was very little progress in Namibia in the fields of cooperation and coordination up to now. There is also little evidence of cooperation between the subdivisions, and even within subdivisions of the Ministry of Education and Culture after three years of being thrown together under one umbrella.

Despite the sincere efforts of some individuals, individual devotion is not enough: what is needed is collective responsibility (cf Muya 1990 : 138).

Since this seminar has to do with coordination, it may be wise to look at the meaning of the relevant terms. Muya (1990 : 185) explained cooperation as "the notion of working together to achieve a common end: a conscious endeavour .... to increase or improve library resources through joint action."

The Shorter Oxford English Dictionary states coordination to be a "harmonious combination of agents or functions towards the production of a result."

Both definitions imply a predefined end result and joint effort.

Although a national information policy and supporting legislation can be seen as a prerequisite for a strong infrastructure, Banjo (1992 : 10) warns that statutory provision is only a legal instrument. Achievement of the purposes set out in such documents still depends on human efforts. Individuals must make it work.

6. A NATIONAL INFORMATION POLICY FOR NAMIBIA

Government is often the major, sometimes the sole employer of library and information workers. As workers in a non-profit environment, the legitimation of the profession is highly dependent on recognition and funding by government (cf Banjo 1992 : 1). It is the government's responsibility to ensure that the country's LIS develop in an orderly, coordinated framework.

It is generally accepted that legislation should be based on a national information policy. Legislation should thus draw all the strings together.

A mechanism or responsible body would be the ideal to advise on policy issues. Such a body should be strongly related to information services, but preferably be instituted by legislation and directly responsible to government.

7. A NATIONAL LIBRARY AND INFORMATION SERVICES ACT FOR NAMIBIA

7.1 Necessity for legislation

As set out in the Explanatory Memorandum to the Draft National Library and Information Services Act, no legal provision existed at the time for library services rendered at central government level. Proclamation AG 8 provided for services rendered on the second level of government, that is by Representative Authorities. On the third level (local authorities), three sets of legislation were valid, viz.

- the Municipal Ordinance, 1963 (Ord. No. 13 of 1963) for local authorities serving white and coloured communities in urban areas.
- the Urban Areas Proclamation, 1951 (Proclamation 56 of 1951), providing for the possible institution of library services by advisory boards serving blacks in urban areas, and
- the Peri-urban Development Board Ordinance, 1970 (Ord. No 19 of 1970) which, in terms of section 39(1)(k)(v), provided for donations or grants to any public library within any area declared by the Cabinet to be a peri-urban area. According to Section 43 of the same Ordinance, the Cabinet might have conferred on the Board any power additional to the powers provided in the Ordinance which in the Cabinet's opinion was ancillary or incidental to peri-urban development and which the Cabinet considered necessary or desirable.

As far as legal deposit legislation was concerned, two sets of legislation were in operation:

- According to the Patents, Designs, Trade Marks and Copyright Amendment Ordinance, 1951 (Ord. No 10 of 1951) the publishers of every book first published in the territory had to deliver free of charge three copies to the "Administration" and one copy to "the authority having the control of the Windhoek Public Library."

Both these institutions later became part of the Administration for Whites.

- In addition to this, publishers in the territory still have, in terms of Section 46 of the Copyright Act of 1965, to supply free copies of publications defined in that Section to the five legal deposit libraries in the Republic of South Africa.

The situation was thus as confusing as it was inadequate, and the necessity for new legislation quite obvious.

7.2 The drafting of the act

On 16 August 1988 the Cabinet granted approval in principle to the Department of National Education, per Cabinet Decision No 680/88, to draft legislation for a national library service for South West Africa/Namibia.

At that time the first draft was already completed and was subsequently discussed with various experts in South Africa, viz the Acting Deputy Director of the State Library, the Head of the Department of Library and Information Science at UNISA and the Head and two members of the Unit for Library and Information Science Research (EBIN) at the Human Sciences Research Council during the first week of September. A Professor of Library and Information Science at UNISA, previously attached to the State Library, was not available, but did comment in writing afterwards.

After proposals by these persons were evaluated and incorporated where it was deemed desirable, the draft act was distributed to forty institutions and individuals for comment during November 1988. Twenty-two of these parties responded. During May 1989 reminders were sent to the remaining eighteen, of which two responded. Reminders were again sent out and as late as January 1990 some institutions directly to be affected by the repeal of existing legislation were again requested to comment - to no avail in some instances.

Comments received were in the mean time evaluated, incorporated where desirable and noted where not found to be opportune. Since final comments were still awaited the draft was never fully updated. Likewise were no respondents informed of the reasons why certain

comments could not be accepted - the reason being that new comments might have altered a particular situation.

With independence came a new hierarchical structure, and new officials were made responsible for certain tasks. The first years after independence were also characterized by specific priorities of the new government, shifting some matters to the background for the time being.

NIWA has on more than one occasion, enquired about progress with the said legislation. They were informed on one occasion that the restructuring of the Government had necessitated a complete revision of the draft act - expected to be completed by June 1991 -in order to ensure compatibility with the provisions of the Constitution of Namibia and other relevant legislation. Shortly afterwards approval was requested from the Attorney-General for the compilation and submission of the intended legislation in respect of national library and information services. No response to this request could be found in the files of the Ministry.

Despite fierce criticism from some quarters, I would venture to state that the act did pave the way for some positive developments. Although there certainly is room for improvement, both the proposals contained in the Broad Policy Statement drafted by the Coordinating Council Sub-committee for Library and Information Services and the current structure of the Division Library Services within the Ministry of Education and Culture were based on principles propagated by the draft act.

In view of the fact that library legislation is long overdue in Namibia and that the groundwork for legislation has already been done, I would like to propose that the urgency of the promulgation of such legislation, together with proposals on how it should be done, be considered for inclusion in the recommendations to be presented to policy makers at the end of this seminar.

8. CONCLUSION

This paper tried to stress the negative influence of political ideologies on library development in Namibia. It not only resulted in a fragmented library infrastructure and in the unequal

distribution of services and facilities, but also in disunity and distrust amongst library and information personnel which are stifling library development even today.

A plea was further made for individuals to rise above their differences and to work together towards a greater common goal. Only we can make the difference.

One way of defining a common goal would be to ensure the establishment of a national information policy for Namibia, supported by a legal structure. If we know where we are going and if we can be sure of government commitment and support, it would be easier to set common goals.

Henry Ford said that the only history that is worth while, is the history that we make today. Let us start today to write a new chapter on cooperation, coordination and common purpose in the history of library and information development in Namibia.

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THE ROLE OF THE NAMIBIAN NATIONAL ARCHIVES AND COORDINATION WITH PRIVATE ARCHIVES IN NAMIBIA

by

Brigitte Lau and Werner Hillebrecht

National Archives of Namibia

Tasks of National Archives/Historical overview

The main task of the National Archives is the preservation of government records, as well as other records of national significance. It today constitutes a considerable resource in terms of data preservation and information retrieval. Its holdings comprise almost 6 000 linear metres of records; 5 600 maps; 11 000 photographs (plus a half-sorted huge collection of probably up to 50 000 photos of the Ottilie-Nietzsche Reiter Collection); 2 000 audio-cassettes; posters; and about 450 films. In addition the Archives hold a complete set of all local newspapers from 1897 to 1962 (after that date, holdings are complete for individual newspapers but not comprehensive), and a specialised fully subject-indexed Namibiana library with a focus on Namibian history, official publications, unpublished theses, and grey literature. The holdings also contain newspaper-cutting archives; a new project of retrospective indexing of Namibian newspapers is in preparation.

Important archival sources for the history of Namibia are stored outside Namibia, in particular in mission archives of Germany and Finland, government archives of the colonising countries Germany and South Africa, UN archives, and foreign NGOs involved in the struggle for independence. The NAN is in contact and negotiations with many of these archives to obtain copies, microfilms, or in some instances even originals of such resources. The most important source for Northern Namibian history, the archives of the Finnish Mission, is already being held on microfilm.

About 80% of the National Archives' holdings are accessible by regularly updated finding aids, inventories, card catalogues, and an extensive computer database holding about 320 000 articles. Since 1992 a national bibliographic project called NAMLIT, a database today amounting to 34 000 articles and serving as a central catalogue of Namibiana, compiled and continued by W. Hillebrecht, is also based

at the National Archives. Archives staff have also set up and are daily managing 95 master filing systems for municipalities, departments, ministries, and statutory bodies, and have produced for sale 16 full source publications, plus 97 in-house publications (finding aids/catalogues) bound and sold on request. The Archives are currently run by 8 professionals and 6 administrative/technical staff members, and a budget of appr. R650 000 (incl. salaries).

The history of the National Archives of Namibia stretches back to 1939 when it was constituted as a separate component of the colonial South West Africa Administration. In 1959 the present building was completed. A low-key and disinterested attitude on the part of the South African Archives Service who sent staff and provided funding, allowed a few dedicated archivists - in particular Christel Stern and Sally Harper - to establish the Archives. Since 1970 they sorted, ordered, classified and made accessible the diverse holdings; created and fed the computer database; and in 1979/80 set up a records management section responsible for filing systems creation and maintenance in all public offices.

By that stage - around 1979 - the functions of the Archives became more closely defined as:
a) service to the public by preserving and making accessible all public records, as well as other records of national significance, and by assisting with research projects and information needs, especially those with a historical emphasis;
b) service to the government by facilitating access to its own non-current records, and by managing current filing systems in offices.

The 1980s

During the first half of the 1980s a source publication section was set up, and rudimentary but functioning in-house publication facilities for all the finding-aids and catalogues were established; the record management section was instituted, and in 1984 a proper film archives was created, complete with cold room, projectors, and editing tables.

Yet in spite of the increasing awareness on the part of the professionals as well as the public - by 1990 our research visits were almost reaching the 2 000-mark - of just how effectively the

Archives could and should function as a national body of information retrieval, the 1980s confirmed that Namibia's colonial masters had no intention of furthering and promoting non-racial, simple information retrieval structures. A severely constraining factor blocked the effectiveness of services rendered by the Archives: the enforced and artificial professional and administrative fragmentation of Namibia's emerging information services.

This fragmentation of Namibia's small-scale information services apparently was engineered for its own sake, i.e. in order to prevent effective national information retrieval. The ethnic lines - and ethnicity was the political rationalisation of these policies - were blurred. In the three-tier administrative system established by AG Resolution 8 of 1980 information services fell under the second tier, i.e. the so-called ethnically defined Representative Authorities. If a Namibian of Owambo ethnic origin acquired a librarianship qualification, she or he could NOT work for the Herero administration but had to work for the Owambo administration. (NGOs were strictly controlled and almost did not exist.) But neither Herero nor Owambo administrations were able to set up 'their own' information services. There was then a theoretical option to work for the so-called Central Administration, the seat of power in white hands whose administration carefully included a comparatively large number of blacks of various ethnic origins. In the library and archives worlds this actually did happen in two or three instances.

But nonetheless any sharing of resources and especially skills across the ten ethnic 'administrations' was legally forbidden. This was devastating not only for attempts to establish non-racial access to information anywhere in Namibia outside of Swakopmund and Windhoek - where little islands existed -, but also for those islands in Windhoek and Swakopmund, such as the Estorff Reference Library and the National Archives. The existing small core of almost exclusively white information professionals were again strictly divided into those working for the Administration for Whites and those working for the Central Government. Maybe this is hard to believe for the guests and participants gathered here today, but about three years ago this small group hardly knew one another. Co-operative projects between librarians of the former Administration for Whites, such as the staff of the Estorff Library, and the Central Administration with its

Department of National Education, which accommodated the staff of the Archives, and/or the Academy which was somewhere in-between, were simply out of the question. Or so it seemed - whenever the issue was tentatively raised by one or two of the professionals concerned. Not even buildings let alone services could be rationally and trustfully shared. It seems ages ago but it was but yesterday - about a year or two ago - that we actually really met and worked for the first time with today's close librarian colleagues who we have come to trust and respect.

Relations between private institutions/initiatives and the National Archives

In this situation of often confusing but invariably hostile legal barriers dividing the administration and paralysing professional efforts, the large, well-accessioned private Scientific Societies libraries in Windhoek and Swakopmund, or the church archives, assumed an important role. To be sure, in our opinion these libraries - perhaps with the exception of the severely harassed Finnish mission library at Oniipa - were not centres of the liberation struggle. However, they had a significant operating space not enjoyed, for instance, by the Administration for Whites libraries who were not even allowed to admit blacks into their Reading Rooms. It is extremely regrettable that they are not represented at this seminar, to speak of their experience and visions for the future.

It must be recognised that the enthusiasm and dedication of individuals and private associations is often more productive and even more persistent in their long-term efforts than public service institutions. This is particularly obvious in the Namibian case, where a colonial administration with little interest in the preservation of the nation's assets largely prevented the development of effective information resources. It is therefore not surprising that important national tasks like the Namibian National Bibliography for 1971-1979 (Strohmeyer), the documentation of Namibian rock art (Scherz and Pager), vast zoological collections (Gaerdes, Bachran), and museums in several parts of the country - to name but a few of numerous examples - were all the result of private endeavour. Many were accommodated by the scientific societies, sometimes with the

assistance of foreign funding, but rarely supported by the administrations in charge.

Any national information policy must try to acknowledge, assist, and liaise with such efforts.

The relations between these non-government information retrieval bodies and the heavily divided administration were shaped by defensiveness and mistrust. However, it seems to me that in their cases the mistrust was neither manipulated nor unjustified. The Namibian churches were actively involved in the liberation struggle against the colonial administration; the two big private libraries had to put up a hard and real struggle for their operating space and autonomy. As far as the scientific society libraries are concerned, Brigitte Lau knows that at least twice in the 1980s the Directorate of Culture in the Department of National Education tried to take over the Swakopmund Society for Scientific Development. And taking over meant very definitely not support but anything from counter-productive meddling - such as blocking projects by administrative procedures, or censorship - to outright robbery, as is evidenced but still undocumented with regard to the State Museum. (In Brigitte Lau's personal and direct experience between 1982 and 1989 she came across five concrete cases of substantial and precious historical collections in the State Museum which either vanished entirely, apparently without trace, or emerged fragmented and shrunk - one case in point being the Gaerdes Collection.)

The place of these non-government collections in the Namibian information retrieval landscape must not be underestimated. For example, the most important sources on pre-colonial history available in Namibia are held by the church archives of ELCIN and ELCRN. Private papers, maps and photographs have over a long period been collected by the scientific societies. Oral sources have been collected by various initiatives. This is not even to mention books, pamphlets, conference papers and other published or semi-published materials on Namibia which are today found in very numerous libraries, institutions, and resource centres within and without the civil service. The NAN has therefore sought to establish working relationships with such institutions, explored their resources,

referred users to them, and offered professional assistance when required and available.

The cooperation with the churches was more problematic since the divisions between them and branches of the colonial administration ran deeper and were more acute. However, the National Archives were also always granted access both for research as also for picture materials to be included in our publications; have been approached for technical assistance twice; and were supported in our - to date wholly unsuccessful - attempts to get microfilm copies of missionary documents held by the former Rhenish Mission in Germany. The Catholic Church allowed us to list their archival holdings kept in Windhoek, as well as to make various copies of mission chronicles of stations along the Kavango and at the Zambezi. The Finnish Mission in Owamboland facilitated the transfer of a duplicate set of microfiche copies of all Finnish missionary archives from Helsinki, to the National Archives.

Post-independence and the future

We have taken some trouble to sketch our perception of the recent historical situation because it shaped the problems Namibia's information services are trying to solve today. This is already what we consider our most important and most challenging task: to overcome a heritage of division, and to build one Namibian information service.

For instance, today much closer co-operation may be envisaged, i.a. with regard to:

- exchange of finding aids, joint catalogues
- shared use of expensive facilities such as controlled climate storage, microfilming, computers
- shared use of rare skills such as restoration
- agreements on collection policies
- the establishment of a joint discussion forum or standing conference.

The considerable information retrieval infrastructure built up and managed by the National Archives and sketched above is, therefore, more open than ever to be used, shared, and expanded in conjunction with colleagues working in other institutions as well as sections of

the civil service. As was briefly sketched above and in other papers presented here, we are dealing with similar tasks, materials, and briefs, despite certain specialised directions taken by for instance some of the ministerial libraries, and the specialised task of preserving government records carried by the National Archives. Therefore the sharing of resources on the basis of trust among professionals all working towards the same goal, is the most obvious and short-term key to the creation of a more unified and more accessible Namibian information service. In my opinion there are today at least two open avenues of concrete cooperation towards this goal: combined projects facilitated by close-by accommodation; and the computer.

Close-by accommodation could, almost automatically, solve a lot of the problems sketched above, and should be seriously considered. For example the Estorff Reference Library and the National Archives, perhaps the two bodies most closely linked by their de facto concern with providing Namibiana information to the whole nation, could share the microfilming equipment and restoration skills currently accumulated by the Archives. Logistic and administrative problems aside, it might be considered an ideal to merge the two essentially similar book and map collections held by both institutions. A spacious and suitable locality to house both institutions would have to be found for such purposes.

Sharing computer technology is easier and more comprehensive, but also more difficult. It is easier because it is not bound to locality, or to complex administrative mergers. It is more difficult because the technology itself is prohibitingly diverse and tends towards incompatibility rather than unity.

A comprehensive model for a national database holding Namibiana in the country's archives and libraries by networking, has recently been drawn up by a UNESCO consultant visiting the MEC, who focused on government libraries and the National Archives. Before concluding by briefly sketching this, an existing model for accessing Namibiana across institutional divisions should be outlined, namely that constituted by the database NAMLIT. Started in 1978 as an independent and individual initiative of documenting materials on Namibia, NAMLIT was compiled by Werner Hillebrecht who visited and on-the-spot

indexed a very large number of libraries and archives both inside and outside of Namibia. Today NAMLIT, based at the National Archives, is still continued on the same individual basis. To put this undertaking on a co-operative basis it is necessary to establish a set of *mutually-agreed on Namibian cataloguing rules*, as Namibia has some national particularities which are not automatically accommodated by AACR2.

The UNESCO specialist, Ms Ana Franqueira, proposed a networking model including NAMLIT, the National Archives' archival/map/ photo database, the ministerial libraries database on CDS/ISIS recently pioneered by Renate Morgenstern, as well as any other collection point equipped with a Personal Computer and prepared to use CDS/ISIS (such as, for instance, the private information retrieval bodies mentioned above). Ms Franqueira's model took up ideas previously ventured by the National Archives and proposed a network by using a central 'host' computer in which data lodged by other institutions would be housed. Sharing access to this 'host' would be accomplished either by modem - an inexpensive piece of equipment - or by diskette copies.

The proposition of such a model in a consultant report available from the National Archives - a copy was recently requested by and sent to the National Archives of Zimbabwe - was in part based on the fact that this powerful 'host' mini-computer is in fact available and can be made to work in this way without much ado. Last year the National Archives converted our mainframe operations to a mini-computer. The mini-computer was partly purchased with a generous donation from the German Foreign Office, negotiated by a cultural consultant from the University of Oldenburg, Dr H.H. Barth and facilitated by the German Embassy in Windhoek. The machine can hold four gigabytes storage space before it must be expanded, and accommodate 92 different users. A draft for the operational rules under which this computer might be shared as a 'host' for other databases is being compiled by the MEC librarians and archivists who have, for once, come together.

THE UNIVERSITY LIBRARY: PROBLEMS, PROSPECTS AND Coordination WITH OTHER TRAINING INSTITUTION LIBRARIES

by

Mr K E Avafia

The University of Namibia came into being with the enactment of the University Act on 1st September 1992, about six months ago. The University inherited the library of the former institution, the Academy, grandly called, the Bureau of Library and Information Services. Consequently most of the problems which this paper is required to feature emanate from the Academy days and perhaps the low priority accorded the library of the Academy.

PROBLEMS

1. The library was administered as a unit in the Registrar's department. The implications of this reporting channel were considerable, e.g. the Librarian could not have a seat on the important Academy committees particularly those in which the money for running the institution was allocated.

2. As a result of the above, the library was poorly financed. Only about 4% of the institution's recurrent expenditure was allocated to the library. Table 1 below features expenditure at universities of some neighbouring countries thus:

TABLE 1

INSTITUTION	YEAR	%
University of Botswana	1987/88	7.81%
	1988/89	7.73%
University of Swaziland	1990	5.%
University of Zambia	1990	6.92%
University of Zimbabwe	1990	4.% 1)
University of Zululand	1990	4.97%
The Academy	1990	4.3%

3. Poor physical facilities. The Academy Library is not housed in a building designed as a library but in a series of flats with all the inconveniences that can be imagined from this situation. It is not functional as a library building. It is so small that it can seat only 85 people, that is, after 25 additional seats were added

during the 1992 academic year. No wheelchair access is possible as there are steps up and down. Technical services is housed in a different building on the other side of the campus, a very difficult situation indeed.

4. Another serious problem is the paucity of the collection. The Academy Library system, comprising a central and two branch libraries, held a total of 40 000 volumes with a student population of 1 700 university and over 2 000 polytechnic together with a teaching and research staff of about 200. The holdings and the physical facilities are, to say the least, woefully inadequate. Also, most of the collection is at sub-university level with some subjects e.g. christian theology over-represented while the sciences and material on African studies are grossly under-represented.

Table 2 illustrates points 3 and 4 above.

TABLE 2

INSTITUTION	HOLDINGS		SEATING CAPACITY	STUDENT NUMBERS
	BOOKS	PERIODICALS		
Univ of Botswana	150 000	1 500	550	3 000
Univ of Bop.	100 000	1 500	500	3 500
Nat. Univ Lesotho	70 000	1 200	750	1 500
Univ of Transkei	100 000	2 300	660	3 500
Univ of Swaziland	100 000	1 000	400 + new extension	2 000
Univ of Zambia	370 000	2 000	1 650	4 000
Univ of Zimbabwe	430 000	5 500	1 500	8 500
Academy (UNAM)	40 000	620	85	3 700

5. The staff, though dedicated, is small and unbalanced in terms of subject background. For example, not a single librarian has a science degree. Furthermore the staff is top heavy with a serious shortage of para-professionals or the middle sector, who, as we all know, perform most of the day to day library tasks. Librarians run low clerical salary scales. E.g. the departmental secretary is on the same job grade as an assistant librarian.

The above mentioned problems were well known as complaints from the library staff and readers have been well documented. Sheila Alcock

refers to the situation described above as "amazingly difficult conditions".

PROSPECTS

The University of Namibia has recognised the library as the heart of the university and extension of the lecture room. The university planners accepted the fact that the quality of the library service ultimately depends upon the quality of the staff. With such drastic change in perception of the library come the following:

1. Librarians are accorded academic status as firmly embedded in the University of Namibia Act, 1992. It must be said that this did not come about easily for some argument raged among the librarians during the decision making time. Besides there was fierce opposition from the academic staff of the Academy. Finally it was accepted that by demanding such high standards from the librarians, the university and the library users would be the beneficiaries. For us librarians the message should be clear that the question of status is a constant battle we ought to wage by demonstrating efficiency.

2. Financing of the new university library has improved as it has been accepted by the Executive Committee of the University that about 10% of recurrent expenditure be devoted to the library, additional to capital expenditure to be disbursed as needed.

3. The library building. The University planners recognise that establishing a good library is one of the most cost effective ways of achieving the overall human development objectives of the university. To achieve this a purpose built library building that can house 500 000 volumes, provide for 5 000 students a congenial study atmosphere and working space for about 60 library staff members is being planned. This building is based on the modern ideas of flexibility and functionality. It is suggested that a late night study area be planned to enable this part of the building to function as part of the library during working hours and isolated after hours for quiet study. In November 1992 a project proposal to the Africa Development Bank for the funding of the building and initial capital equipment of the library was submitted. It is hoped that 20 million Rands, i.e. US $ 7 million would be made available from the special Nigerian Fund at ADB for the special project.

The basic concept is to build a library building that meets our long term needs. Our choice is to occupy, initially, only part of the building, and to make the remaining space available to other departments of the university, who will relocate as the library grows. Colleagues, particularly those outside the university are welcome to contribute to the planning process.

4. Holdings. The stock of the university library has increased considerably with the arrival of the UNIN (United Nations Institute for Namibia) library of 40 000 volumes with its valuable Namibiana collection and UN documents. This collection has now been sorted. Furthermore a generous donation of 100 000 pounds worth of books selected by our librarians and teaching staff - about 5 000 volumes is expected early 1993. New subject areas such as agriculture, African studies, law and media studies are being actively developed. All of the above are additions to our projected collection growth of 10 000 volumes for 1993.

Sheila Alcock presents the library's situation aptly thus: "In many ways setting up the new University Library from some pre-existing collections is more difficult and complex than starting from scratch with empty shelves and no titles at all." The decision as to what titles are left at the Academy library to service the would-be Polytechnic is a difficult one. Librarians generally do not like to see libraries split. The process of identifying university material, physically moving them and amending the URICA database with their new location appears to be an onerous task indeed.

STAFF

It is a well known fact that staff are second only to finance as a prerequisite for a good library. The University of Namibia Library has a small staff of 8 librarians, 3 of whom are on a part time basis and 12 non-professional staff. There is a severe shortage of para-professionals in Namibia. A staff development programme at all levels has been formulated for implementation. We have received several good unsolicited applications at the professional level, most of them from Namibians. May I use this opportunity to inform colleagues that a detailed library staff structure is in place for consideration at the March Council meeting. As soon as approved,

advertisements will be sent out, possible in April/May so that all applicants can be considered.

Staff Development

The University of Namibia gives staff development very high priority. For this reason, a consolidated staff development plan is directed and implemented at the highest level, i.e. from the office of the Vice-Chancellor. The library is high up in the programme to benefit from this purposeful effort intended to strengthen our capacity to fulfil our mission efficiently by encouraging and providing for the growth of library staff. Three members of the library staff have already been recommended for consideration.

COMPUTERISATION

The Turner Commission Report on Higher Education recommended that the university library be computerised from the onset. Fortunately, the Academy took a wise decision to computerise the library. A librarian with experience in this field was appointed in 1988. Funds were made available and gladly the URICA integrated library system has been in operation since early 1992. It is recommended that the new university library runs on the URICA system because it is extremely user-friendly, flexible, well-proven with 200 installations worldwide, is regarded as one of the two best library systems and enjoys good local support. The software originators are able to give the necessary training and from Johannesburg able to dial directly into the computer and give support with absolute ease. Moreover, the URICA integrated computer system could form the nucleus of a future co-operative library computer system for the major libraries in Namibia making the national resources available to all at the press of a button. The Alcock report also recommends the use of the URICA system in the university library.

LIBRARY Cooperation WITH OTHER TERTIARY INSTITUTIONS IN NAMIBIA

For university libraries in Africa, library cooperation is not only desirable but an absolute need. It is unwise for any library in Africa, a book-starved continent, certainly not a university or research library, to attempt to acquire everything it needs. This state of affairs has been recognised; for example, the Academy library established a praise-worthy resource sharing relationship with South African tertiary institution libraries. In my view, this

warm relationship should be maintained and expanded to include university libraries in other African countries e.g. SADC countries.

It is proposed that library cooperation within Namibia be co-ordinated by the Estorff Reference Library, the institution we all look upon as the future National Library. The use of SABINET offered through the Estorff Reference Library currently operates as an umbrella institution for the University library and other government libraries. The following points need consideration as we examine cooperation among tertiary institutions in Namibia.

a. Interlending is the most developed library cooperation activity in Namibia.
b. National union catalogue or database meets the need to facilitate more effective nation-wide resource sharing and therefore ought to be taken seriously.
c. Periodicals in Namibian libraries (PIN) is a commendable undertaking which needs support particularly from tertiary or research institution libraries.
d. National library policy should take into consideration co-operative acquisition, particularly among tertiary institutions. An attempt ought to be made to ensure national self-sufficiency in Namibian publications is achieved, for after all, charity begins at home. Often publications from the university and various government departments are not available in some major libraries in Windhoek.
e. Informal arrangement currently in place, e.g. circulation of accessions lists, redistribution of duplicates and telephone calls on unfulfilled enquiries should be encouraged.
f. Centralized binding and restoration facilities are required.
g. Co-operative storage of little-used materials should be organised. In this connection, I should put in a word of commendation to the National Archives and the Museum for the acquisition of storage space at the South Industrial Area in Windhoek.
h. NAMLIT database - University of Bremen, The Centre of Africa Studies, Namibia Project compiled the NAMLIT database comprising 30 000 bibliographic holdings on Namibia should be kept up and made available.

i. Networking or the adoption of the URICA system by the would-be Polytechnic library is recommended. Centralised technical services with the future Polytechnic should be given serious consideration.

CONCLUSION

In spite of the current problems and complexities involved in setting up the UNAM library service, I am confident that the prospects are good in the long-term. The cardinal decisions of consolidating our efforts at establishing one centralised library at least for a start, build a purpose designed library building, the promise of adequate financial support to acquire both equipment/library materials and staff, are sufficient grounds for optimism. Furthermore the use of the computer in the new university library as an efficient tool in library management is a solid basis, for national bibliographic control enabling maximum co-operative exploitation of the bibliographic resources at minimum cost. Most of all, the acceptance of the library as the centre of academic activities, i.e. the heart of this university, should give us not only hope but great expectations.

NOTES

1) University of Zimbabwe received R1 100 000 from SAREC, The Swedish Agency for Research Cooperation with Developing Countries to help pay for journal subscriptions and the acquisitions of other library materials.

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BIBLIOGRAPHIC CONTROL IN NAMIBIA: THE ROLE OF THE NATIONAL LIBRARY

by

JOHAN LOUBSER

1 INTRODUCTION

The role of the national library with regard to bibliographic control has for many years been receiving attention from both inside and outside the country.

2 BIBLIOGRAPHIC CONTROL

Bibliographic control can be defined as the creation, development, organization, management and exploitation of records prepared firstly, to describe items held in libraries or on databases, and secondly to facilitate user access to such items (cf Harrod 1987).

The overall purpose of bibliographic control is to assist us in finding information. The specific aim of bibliographic control is to list records in a systematic manner, so as to enable us to become aware of what information is available, and where to locate it. According to Behrens (1988 : 5), the library catalogue exercises control over the information held in a library, but not beyond that. We therefore require a more extensive system of lists which would enable us to have controlled access to information, no matter where it might be stored.

The stock in Namibian libraries is extremely limited, and even if we listed all the stock in Namibian libraries, we would still be far short of satisfying our user demands. For this reason, some libraries in Namibia have ventured into CD-ROM and started buying bibliographic databases on CD-ROM. This is in complete agreement with a decision taken by the working group on computerization established by the Coordinating Council Subcommittee for Library and Information Services.

Traditionally, the card catalogue was published in a microfiche edition to facilitate bibliographic control, but these days the computer databases are published in CD-ROM editions and this places large computer databases well within our reach here in Namibia.

Bibliographic control is the responsibility of every single library in Namibia -- no matter how small! Librarians do not work in isolation. Every librarian who lists material in his/her library starts the chain that leads to universal bibliographic control -- the ultimate goal. To reach this goal, even in Namibia, we have to start on the right track, and the right track means applying STANDARDS for bibliographic descriptions and formats.

2.1 STANDARDS

Bibliographic standards do not only mean formal standards such as:

- International Standard Book Numbers (ISBN);
- International Standard Serial Number (ISSN);
- International Standard Bibliographic Description (ISBD);
- IFLA, UNESCO, ISO and MARC standards,
  but also AACR2, DDC or UDC and indexing standards.

According to Jan Fullerton, - and I fully agree - bibliographic standards are vitally important. Bibliographic networks [and bibliographic control] exist because the development of standards, and the acceptance of standardization has made it possible for libraries to share their cataloguing. She added to the above-mentioned standards also the Library of Congress Subject Headings. Subject headings, or keywords taken from thesauri, are also important features of bibliographic control because they facilitate accessibility. To illustrate the importance of keywords, we need only compare the results we would obtain from a search on a micro-fiche catalogue, to one on a CD-ROM (cf Fullerton 1983: 13-18).

2.2 UNIVERSAL BIBLIOGRAPHIC CONTROL

In the UNESCO Guidelines for the National Bibliographic Agency and the National Bibliography, UBC is described as a long-term programme, and as such, has been adopted by UNESCO and IFLA as a major policy objective: to develop a world-wide system for the control and exchange of bibliographic information, in order to make available, universally and promptly, and in a form which is internationally acceptable, bibliographic information on publications issued in all countries (cf Guidelines for the National Bibliographic Agency and the National Bibliography 1979: 1-3).

An example of an effort towards UBC could be given here:

The United Kingdom, France and the former Federal Republic of Germany have produced their national bibliographies successfully on CD-ROM, and as a result, seven national libraries have formed a consortium to exchange their bibliographic records on CD-ROM (those of the above-mentioned three countries, plus the Netherlands, Denmark and Portugal, and also Florence, in Italy. Discussions have also taken place with the Library of Congress and agencies in Scandinavia (Line 1991: 8).

2.3 NATIONAL BIBLIOGRAPHIC CONTROL

The national bibliography can be considered the major instrument in the improvement of national bibliographic control and in developing UBC.

3 NATIONAL BIBLIOGRAPHY

3.1 BACKGROUND

In the Guidelines for National Bibliographic Agency and the National Bibliography produced by UNESCO, a national bibliography is defined as the cumulation of the authoritative and comprehensive records of the national imprint of a country, published regularly, and with the least possible delay.

By authoritative, it is implied that the records have been made by a responsible organization within the country, taking account of all possible national sources relating to authorship, publishing background, production date, etc.

By comprehensive, it is implied that the records of each publication include the maximum information details about that publication which can be required in a wide range of bibliographic activities.

The national bibliography is intended as a retrospective account of the country's national imprint, and as such has historical and archival importance, reflecting the changing pattern of a country's social, literary and economic growth.

The national bibliography is also the most important bibliographic tool in a country. (cf Guidelines for the National Bibliographic Agency and the National Bibliography 1979: 3-8).

Behrens (1988: 14) lists the following types of national bibliographies which are also indicative of the type of publications, material or non-text publications to be included in the bibliography:

- A general national bibliography of all books and pamphlets published and on sale in each country, regardless of the language in which they are written, and preferably including published theses and academic publications, and government publications of public interest. According to local conditions, these three categories of publication might be published in separate bibliographies.

The UNESCO's guidelines state that the decision as to what should be included in the bibliography rests with each country in accordance with deposit laws; or whether there is to be a selection of categories of materials, in accordance with an accepted policy. Selected categories can also be based on language or imprint produced in the country.

On the inclusion of publications which are not part of the national imprint, the guidelines state that the agency may decide to include all publications relating to any aspects of the country's cultural, historical, geographical and linguistic environment (cf Guidelines for the National Bibliographic Agency and the National Bibliography 1979: 24-46). It must be noted that these publications would also appear in the country of imprint's national bibliography resulting in duplication if included in both countries.

The extended role of the bibliographic agency, as indicated by UNESCO, includes acting as the office for legal deposit, ISBN, ISSN, CIP and maintain the national authority file of authors' personal names and the authoritative forms of names of official and corporate bodies.

3.2 A NATIONAL BIBLIOGRAPHY FOR NAMIBIA

Unfortunately, the national library does not produce a national bibliography. Its compilation and subsequent publication should ideally be given the highest priority at the national library.

Before Namibia gained independence, five libraries in South Africa had legal deposit privileges for publications published in Namibia,

but no official attempt was made to produce a national bibliography. The South African National Bibliography cited some publications, but avoided including government publications.

Several attempts have been made over the years by people living outside Namibia, of which the most noteworthy is certainly Strohmeyer's NNB, Namibian National Bibliography. Published in three volumes covering 9 years from 1971 to 1979, it includes what he labelled "all written" material about Namibia, whether published inside the country or elsewhere (Strohmeyer 1978: xviii-xix).

To my mind, the most successful attempt towards bibliographic control of Namibian-related material is the NAMLIT database compiled by Werner Hillebrecht. It is the authoritative source on Namibiana, as well as a union catalogue indicating holdings outside Namibia. After independence, the holdings of some local libraries were added and the database now serves as the only comprehensive catalogue in the Estorff Reference Library of the Namibiana housed in the library.

To put the Estorff Reference Library into historical perspective, now on the verge of becoming the National Library of Namibia, I would like to quote from a paper by Hillebrecht (1990: 33) delivered in 1985 at the Seminar on Namibian Bibliography and Documentation in Lusaka: "According to newspaper reports, the former Administration Library, which for a long time had been closed altogether, has been re-opened as 'Reference Library' in Windhoek in October 1984, and is designated to act as a legal depository library. In the light of this library's history, and of the lasting confusion and incompetency in cultural policy of the puppet administration due to the bantustan concept, it can be predicted that there won't be much improvement in legal deposit management, let alone in bibliographic control of Namibiana."

Unfortunately, I am forced to agree with his prediction. There has been no improvement. No national bibliography has thus far materialised, but how was this possible if no cataloguers were provided by the Administration? In our third year after Independence, a slightly better scenario could be expected with regard to the coverage of Namibian-related material, but still no national bibliography is in sight. Requests for the appointment of staff to

start a national bibliography, have thus far been turned down. We have submitted a request to the USIS for assistance in producing a bibliography.

Before the national library could undertake the compilation of a national bibliography, qualified staff, including the services of a good classifier, is required.

3.3 EXTERNAL AIDS NECESSARY TO PRODUCE A NATIONAL BIBLIOGRAPHY

Several aids are available to assist the national library in compiling a national bibliography. A legal deposit Act is essential because ORDINANCE 10 of 1951 under which the Estorff Reference Library is currently receiving legal deposit, is totally outdated and inadequate. The Copyright Act of 1965, repealed in South Africa but not in Namibia, does not provide for the establishment of a legal deposit library in Namibia, but only in South Africa. The proposed legal deposit Act would be an essential aid and, hopefully, it will become a reality soon.

The Estorff Reference Library is the Namibian ISBN Agency and thus we are enabled to be aware of all new publications. Another aid would be CIP (Cataloguing In Publication), but this would not assist us with acquiring grey literature for inclusion in the national bibliography. CIP would make the bibliography more current and ensure better cooperation with publishers.

4 UNION CATALOGUES

The national union catalogue is another step towards UBC and UAP. The advantages of a union catalogue may outweigh the problems regarding the enormous cost and task of maintaining the catalogue. Union catalogues are essential for interlending, for cooperative cataloguing, for collection rationalization and for library cooperation, without which it cannot be established. In Namibia where funds for collection development are rather limited, a union catalogue is of the utmost importance. Expensive publications should not be purchased unless a union catalogue has been consulted in order to avoid unnecessary duplication.

4.1 PROBLEMS WITH UNION CATALOGUES

Whether a user consults the catalogue of a small library or a union catalogue, he may be assured that the bibliographic entry he finds is held by that library. This means that a union catalogue is only up-to-date if all withdrawals are indicated and if the utmost care has been taken to ensure that the holdings have been added to the correct record. The matching of records while compiling a union catalogue manually or by computer must be exact every time records are added. This means that the standards set by the organization maintaining the catalogue must be strictly adhered to at all times. Setting and adhering to the standards should be a joint effort by all libraries assisting a national library with bibliographic control.

It is easier to establish a union catalogue than it is to maintain it, and here we are not only referring to the standards and quality control required, but also to the currency of the catalogue.
The problems experienced with a union catalogue for periodicals are even more complex than those for monographs. Guidelines for union catalogues for serials have been drawn up by UNESCO, by IFLA's Section on Serial Publications, and by the International Serial Data Systems. Numerous guidelines for the adding or display of serial holdings have been drafted. A union catalogue for serials is not as huge as a catalogue for monographs, but if strict standards for holding statements and bibliographic description are not applied by all contributing libraries, quite frankly, it can become a nightmare.

4.2 BIBLIOGRAPHIC CONTROL IN SOUTHERN AFRICA

The Joint Catalogue of Monographs in Southern African Libraries and PISAL is an effort towards bibliographic control in southern Africa. More than 200 libraries in southern Africa cooperate in the compilation of these union catalogues. Twenty-five libraries in Namibia contribute towards the catalogue by sending cards to the State Library in Pretoria, or by using the South Africa Bibliographic and Information Network (SABINET).

Eight-hundred libraries are using the interlending facilities created by the cooperative venture of the 200 contributing libraries, and thus benefit from the bibliographic control efforts in southern Africa. The 800 libraries participating in the interlending system

include ±62 libraries listed in Namibia, 8 in Botswana, 3 each in Lesotho and Malawi, 7 in Swaziland and 126 in Zimbabwe.

The holdings for monographs and serial publications in the SABINET database (February 1993) for southern Africa are listed in **TABLE 1**.

TABLE 1

CONTRIBUTIONS TOWARDS BIBLIOGRAPHIC CONTROL IN SOUTHERN AFRICA

	MONOGRAPHS	SERIALS
ZIMBABWE	142 217	20 853
LESOTHO	16 848	1 691
SWAZILAND	30 427	1 252
BOTSWANA	93 052	1 051
NAMIBIA	50 757	3 632

If we compare the holdings listed in Namibian libraries to the number of monographs and serials housed in Namibian libraries (**TABLE 2**), according to statistics received for listing in a directory, it is obvious that not all publications were reported to the union catalogues.

The discrepancy between stock and holdings contributed to the union catalogues (**TABLE 2**), may be attributed to the general apathy towards bibliographic control and the fact that the standard of cataloguing is below the minimum requirements set by the contributing libraries. Bibliographic control is still very much lacking in Namibia, and the national library faces an enormous task.

4.3 BIBLIOGRAPHIC CONTROL AND POSSIBLE UNION CATALOGUES FOR NAMIBIA

When talking about bibliographic control and union catalogues, the major role played in southern Africa by the South African Bibliographic and Information Network (SABINET), must be mentioned.

The Ministry of Education and Culture is a full member with on-line link facilities to SABINET. The SABINET database consists of the British Library's bibliographic output on UKMARC, the Library of Congress' USMARC records and the SAMARC records of the SANB, SAJC contributions and a few smaller databases, such as the Whitaker's Books in Print. In short, the bibliographic efforts of southern

Africa and the national libraries of the United Kingdom and the United States.

TABLE 2

NUMBER OF RECORDS WITH HOLDINGS FOR NAMIBIAN LIBRARIES

LIBRARY	CURRENT PERIODICAL TITLES	MONOGRAPHS	HOLDINGS ON UNION CATALOGUE
ESTORFF REF LIBRARY	300	42 000	13 202
GOVERNMENT ARCHIVES	48	7 000	311
STATE MUSEUM	408	5 000	1 763
UNIV. OF NAMIBIA	550	40 000	16 237
WHK. COLLEGE OF EDUCATION	250	32 000	12 039
WHK. CONSERVATOIRE	55	1 484	89
WHK. PUBLIC LIBRARY	49	82 222	66
LIBRARY: AGRICULTURE	172	9 563	873
WATER AFFAIRS	53	6 156	1 093
DEPT. OF FISHERIES	49	856	223
GEOLOGICAL SURVEY	43	1 850	750
SAM COHEN LIBRARY	140	7 000	158
NBIC	50	2 000	57
RESOURCE CENTRE, MEC	107	4 027	760
NBC INFO. CENTRE	75	3 000	1 508
RÖSSING FOUNDATION	30	12 000	0
INFORMATION & BROADCASTING	39	3 862	21
SCIENTIFIC SOCIETY	645	11 502	0
PRIVATE SECTOR FOUNDATION	38	1 068	244

Services provided by SABINET are cooperative cataloguing, acquisitions, interlending facilities and bibliographic searching. The National Library uses SABINET for cataloguing all new publications as well as for our backlog dating from 1984, and to locating holdings for interlending. The Whitaker's catalogue is used for acquisition. All the services, as well as bibliographic searching, are available to any Namibian library under the MEC's umbrella membership. SABINET can also be used to compile a national union catalogue for Namibia until such time as we may have the cataloguers and classifiers to do this ourselves. As we have seen, a national union catalogue for

Namibian libraries already exists on SABINET, although it is far from comprehensive. Its comprehensiveness lies in the willingness of Namibian libraries to contribute and indicate withdrawals. It also lies in the willingness of Namibian libraries to use standardized bibliographic descriptions, exchange formats and, above all, the willingness to contribute towards national bibliographic control. The role of the national library is to create an awareness among libraries regarding their responsibilities towards national bibliographic control, to ensure that standards are adhered to, that libraries start contributing and that the union catalogue is available nationally, as well as internationally, and in this way contributing towards universal bibliographic control.

I would like to mention the highly commendable way in which the Government Libraries Subdivision has approached bibliographic control. By using AACR2, UNIMARC and CDS/ISIS, and aiming at a network, they are contributing excellently toward national bibliographic control. If the same steps towards bibliographic control were taken among the university, polytechnic and colleges or any other groups of libraries, the national library's efforts towards a national bibliographic control system would be made that much easier. Steps towards cooperation and direct computer links between the national library and the university, have been taken and we are looking forward eagerly to the day when sharing bibliographic facilities will become a reality.

As far as the bibliographic control of periodicals is concerned, a national union catalogue for periodicals housed in Namibian libraries, was commenced in the mid 80's by Serfontein. PIN, as we call it, lists 3 600 holdings housed in ±20 libraries. It was compiled on cards, then added to the SABINET database, and a printout of each library's holdings was sent to them for updating. They were also provided with forms to contribute new titles. The idea was that, once updated, the catalogue could be published. Fewer than five libraries updated and returned the list. In the meantime, the staff member responsible for this task, was transferred to the interlending section. It is easier to establish a union catalogue than to maintain one.

Before I conclude, I would like to ask our learned colleagues from neighbouring countries to indicate to the national and other libraries, which road to take towards bibliographic control in Namibia.

5 CONCLUSION

In conclusion, allow me to make a few suggestions for discussion and possible inclusion in the final recommendations of the seminar:

5.1 That the seminar presents submission to the Ministry to make sufficient funds available to the national library to establish a union catalogue, to employ staff to maintain a union catalogue and to make it available on a national and international basis.

5.2 That the seminar presents a submission to the Ministry to hasten the promulgation of the national library services act.

5.3 That the seminar presents a submission to the Ministry to make sufficient funds available to enable the national library to compile a national bibliography to be published regularly.

5.4 That the seminar presents a submission to the Ministry to request the University of Namibia to make available to the national library any duplicate copies of any Namibian-related material in the UNIN collection, and where only a single copy exists, to permit photocopying.

5.5 That the seminar presents a submission to CASS and W Hillebrecht to present the NAMLIT database to the Government to be maintained by the national library for the bibliographic control purposes of Namibian publications.

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141

THE HISTORY AND ESTABLISHMENT OF THE NAMIBIAN INFORMATION WORKERS ASSOCIATION (NIWA)

by

M M Viljoen

INTRODUCTION AND BACKGROUND

The history of library associations in Namibia does not go back too far into the past. Viewed in the light of Namibia being a young country, I assume that the same can be said about Namibian libraries, librarians and many other, if not all, information workers and services too. We also know that until the recent past libraries and librarians were still considered, not only by others, but also by themselves, to be from, and on, a planet of their own. The umbrella terms 'information services, information workers and information science' were only coined, I believe, in the later 70's.

THE FIRST TAKE-OFF

It was in 1979, when libraries and librarians were even scarcer in Namibia than at present, that a young librarian took the initiative to investigate the establishment of a professional body for librarians in the country. A meeting was called to consider two options: either to establish our own association, or to operate as a branch of the South African Institute for Librarianship and Information Science (SAILIS). Librarians felt that numbers were against them and opted for the latter. It is also my opinion that the librarians, many of which were not members of SAILIS or any other professional body, were too unsure of what was expected of them, they were too modest about their abilities, had never been active as a member of a professional body and lived and worked in just enough isolation not to have thought about it seriously.

In retrospect today I would say that the most valued effect of having been through this, was the creation of a greater professional awareness amongst librarians in Namibia, and their mobilisation into action. One of the highlights for Namibia was our hosting the annual SAILIS Conference in Windhoek in 1987. Not only did it help to boost the image of libraries and librarians in Namibia, but many library workers had their first opportunity to attend an occasion of this kind and the Local Organising Committee 'revelled' in the new experience of organising the same.

THE SECOND TAKE-OFF

With the passage of time, our librarians started to realise that after all, we did not fit into the mould, we were too far removed, had other battles to fight, and most important of all, that only inhabitants of Namibia appeared to be prepared to fight these battles.

SAILIS was too exclusive and our need to accommodate the wide spectrum of information workers became pressing. Eventually, the SWA/Namibia Branch of SAILIS was dissolved.

In the meantime the ball, willing to change its shape into what is today known by the name of the Namibian Information Workers Association (NIWA), started to roll. On 26 October 1989 an open meeting was called, inviting all interested people such as archivists, bookdealers, documentalists, friends of the library, librarians and library assistants, the media (electronic and print), publishers, researchers, students in the information field, teachers; in fact anyone who considered her/himself involved or interested in information work. This invitation in itself was significant in the respect that it was inclusive and already reflected one of NIWA's objectives, namely a coordination of efforts of information-minded people. NIWA believes that this approach also justifies the eventual naming of the association, a decision which is occasionally questioned.

At this historical meeting the matter was lively discussed and a motion that an independent body be constituted, was adopted. A counter-motion failed because it was not seconded. A Steering Committee consisting of seven members, representing as many interest groups and different sectors as possible, was appointed and assigned with the task to prepare a draft constitution.

The Steering Committee, chaired by Mr Bill Hulme, met on 27 November 1989 for discussions. Two members were made responsible for the first draft, based on the constitution of the Malawi Library Association. In the meantime the International Federation of Library Associations and Institutions (IFLA) was approached for guidelines for Library Associations and the constitution of a model association it supports, in this case the Kenya Library Association. By 16

December two other members were to review the draft and amend it where it was deemed necessary. After the next meeting, held on 25 January 1990, the draft was circulated to all interested persons, inviting comments in writing. At the last Steering Committee meeting on 27 February 1990 proposals were discussed and incorporated where applicable.

FOUNDING MEETING

At a meeting held on 1 March 1990 the constitution was tabled and accepted unanimously. So, NIWA came into being. The first Executive Committee was elected and during a brief meeting after the founding meeting, offices were decided on as follows:
B Hulme - chairperson; R Viljoen - vice-chair; V Kauaria - secretary; M Wassermann - treasurer; R Morgenstern - editor; and J Joseph and A Marais - additional members.

The formation of NIWA alone should be considered as a huge stepping-stone towards the realisation of its first objective, namely 'to unite all information workers in Namibia in an autonomous and representative body', but as we all know, this was but the tip of the ice-berg, or more aptly said in our country, but one drop of rain in the desert. 'To unite all' will forever keep us occupied; win one member to the flock, and the next starts wandering off again.

The constitution, however, makes ample provision for an inclusive membership, first by way of definition: 'An information worker shall mean any person who is actively involved or interested in the collection, preservation or dissemination of information, or who by virtue of his/her academic qualifications may become or may have been involved in such activities.

Secondly, the six categories of membership allow every member her/his niche: professional membership for persons with the required academic qualifications; full membership for persons employed in the information field, but without the academic qualifications required for the first category; personal membership for persons interested, but not qualifying in any other category; student membership for persons studying at an institution in order to gain an academic qualification in the information field; institutional membership for any institution concerned with information; and honorary membership

for a person unanimously recommended for an outstanding contribution to the objectives of the Association.

The constitution further allows for interest groups to be formed, subject to certain requirements such as a minimum number of interested persons.

GETTING ORGANISED

To organise and coordinate the efforts of information workers in the promotion of information services in Namibia is an ongoing and often thankless task and the catch phrase 'Do not ask what NIWA can do / has done for me, but what have I / can I do for NIWA', is often applied to motivate and remind information workers that their Association is 'us', not 'them'.

Starting with regular meetings of the Executive Committee the struggle continued and meetings, talks, lectures and social activities were organised on a regular basis. The first General Meeting of NIWA was a joyous cheese and wine affair. It took place on 15 June 1990 at the Rössing Education Centre, with Mr Richard Chamberlain, English Adviser to the Ministry of Education, Culture, Youth and Sport, as guest speaker. Also at this occasion, the first issue of our newsletter NIWA-Info was released; a further effort to coordinate and promote the interests of the information worker and information services in Namibia. The newsletter is a great success and apart from national distribution, a number of foreign individuals and institutions hold subscriptions.

During the early days of NIWA, establishing contact with relevant international and national organisations received priority. Most encouraging was the cheering of the formation of our own Association by the incoming government. IFLA was well informed on our new Association and waived NIWA's membership fee to IFLA for 1990-91.

Contact was made with, and NIWA became a member where applicable, of the International Record Management Council (IRMC) with its headquarters in Australia, the Commonwealth Library Association (COMLA), the Finnish Library Association (FLA) that adopted NIWA as its friendship library association, the International Council of Archives (ICA), the Eastern and Southern African Branch of the ICA (ESARBICA), the

Standing Conference on Eastern, Central and Southern African Libraries (SCECSAL), the Round Table for the Management of Library Associations (RTMLA) of IFLA, the Deutsche Stiftung für internationale Entwicklung (DSE), SIDA and other African Library Associations. NIWA was fortunate enough to have one member sponsored to attend the 56th IFLA Conference in Stockholm in August 1990. Valuable contacts were made through our public relations officer who was nominated to attend the Conference on behalf of NIWA. A detailed report on the Conference led to the formation of various Subcommittees to become involved in the ALP, PCI and SAREC Programmes and the PAC, UDT, UAP and UBCIM Core Committees of IFLA.

Being a member of these bodies, NIWA receives various publications on a regular basis. Early initiative was taken to record these items on a computerised database, house them with an easily accessible information service where they can be consulted by interested users.

In the meantime entries were invited for a logo for NIWA and in August 1990 the winner, Mrs Corne Genzmer, was announced. The winning design consisted of two interlocking books, presenting different bodies or groups interacting, with the face of an owl, - symbol of wisdom - shaped like the point of a pen, from which all books originate. The prize, sponsored by the local bookdealer MediaCo, was handed over during a general meeting held on 6 September 1990.

In 1990, the International Year of Literacy, NIWA declared Namibia's own time period to celebrate the internationally acclaimed Library Week to coincide with the International Literacy Day on 8 September. A great effort is made by NIWA to create public awareness for library services and reading and to encourage libraries throughout Namibia to promote their services. Every opportunity offered by the media is utilised and efforts are made with the design and distribution of promotion material. However, promotion efforts are not always equally successful, not a single book was donated in aid of NIWA's Book Donation Campaign!

To strive towards better cooperation between libraries and more standardised cataloguing, a Cataloguing Thinktank was created to

allow cataloguers to discuss problems, especially those related to Namibia, its publications and collections.

NIWA's proudest effort, especially while still in its infant shoes, was the seminar/workshop 'Libraries in Support of Literacy' held 26-30 November 1990 in Windhoek. The seminar was made possible through the sponsorship of the Friedrich Naumann Stiftung and other contributions made by bookdealers, agents and other business people. The main aim of the seminar was the coordination of parties directly or indirectly involved in literacy, e.g. literacy programme initiators, adult education institutions, teachers, officials of the Department of Education, Culture, Youth and Sport, publishers, bookdealers, librarians as supportive services, and the mass media (print and electronic). Guest speakers Mrs Kay Raseroka of the University of Botswana and Mr S M Made of the University of Zimbabwe made valuable contributions and so did local speakers and participants in panel discussions, all drawn from the wide spectrum of literacy involvement.

Ensuing from the workshop discussions, three working groups were formed, namely one on libraries as producers of suitable literacy support material; one on the cooperation between libraries and literacy programmes; and one on the effective distribution of literacy support material.

Even if some follow-up activities tend to fall by the wayside, this seminar/workshop was already a success in the sense that, during the first year of Namibia's Independence, people who formerly were not even aware of each other, could meet, share ideas and mutually support each other.

NIWA worked on other projects too, some of which, like the Award for the Best Book in the Vernacular, has not seen the light (yet), but the important factor in my opinion, is that one should never give up trying.

New projects successfully launched or carried out in 1991 was the Best Student Award sponsored by the German Embassy, the compilation of a library and information career brochure, and a training course in basic AACRII organised in collaboration with the Department of

Library and Information Science, University of Namibia. A member of NIWA was nominated to attend the September 1991 COMLA Workshop on Rural Community Libraries and Information Resource Centres in Accra, Ghana.

CONCLUSION

It is for everyone to decide and judge, but the short history of NIWA is a proud one, and one that can only become better. Of course, such an association primarily relies on its members, their time and efforts. Secondly, but no less important, we depend on the goodwill and sponsorship of development aid organisations, hosting organisations of specific occasions, and their countries' contributions, and local employers of our members. Only with coordination and combined efforts can NIWA achieve its aims and objectives.

REFERENCE

NIWA Files.

THE ROLE OF THE NAMIBIAN INFORMATION WORKERS ASSOCIATION (NIWA) AND COOPERATION WITH OTHER LOCAL AND INTERNATIONAL ORGANISATIONS

by

Veronica Jacobs

From what you have heard about NIWA so far, is that although we have the experience of an organisation such as SAILIS with some very experienced members to back us, we as it were, started afresh to coincide with the events in Namibia the past three years. Thus we are a young association with a constitution unique to and in sympathy with the situation in Namibia.

This paper will sketch the background against which NIWA as an voluntary association has to function. An attempt will be made to suggest practical ways for cooperation on a local, as well as on a regional and international level.

BACKGROUND

The NIWA constitution reflects the theme of this seminar as one of its most basic principles.

Also, the theme during 1992 for all NIWA activities was 'Library Cooperation'.

Early in the year we had a meeting which consisted of a panel discussion by members from various sectors of our information society. Everybody present enthusiastically participated in the panel discussion. Ideas that flowed from this lively interactive meeting were subsequently published in NIWA Info (Jacobs, 1992:10) and could be summarised as follows:

*co-operative cataloguing
*co-operative acquisitions
*co-operative storage
*co-operative efforts to create a joint catalogue for Namibia through computerization
*co-operative restoration
*co-operative exchange of duplicates and redistribution of unwanted materials

Most participants in the panel discussion felt strongly about the necessity of multi-purpose libraries which holds great promise for an information poor country. Proposals were made that a working group should work on these ideas, perhaps coming up with a master plan that will spell out how we should go about it.

It was also felt that resource sharing in a developing society quite clearly does not only entail the sharing of information among the relatively information rich, but also allowing the information poor to share in what we have.

From the above it is clear that NIWA members have got sound ideas and the necessary know-how to implement these suggestions within their own ranks, however, there are two basic problems with which NIWA as an organisation is struggling, namely time and money. It seems that the catch word these days when two colleagues meet is: "I'm so busy, I've got no time!" It is as if Namibian librarians and information workers are caught in a no-win situation: too few hands, too much to do. The biggest sector employing information workers is the government. It is in this area that the situation is perhaps most critical. Posts have been frozen, budgets cut. This has resulted in understaffed libraries and information centres. Because our membership is so small, administrative, managerial and organisational tasks of the association usually fall into the hands of already overburdened workers. Thus somewhere, something will fall by the wayside and unfortunately, it is usually voluntary work. Although NIWA is blessed with very dedicated members, they are becoming weary and suffer burn out. Perhaps NIWA should look at the possibility of finding funding to employ a part-time member to perform certain tasks and functions.

Because of the nature of our profession, it is also easy to become totally immersed in our own world, in the secure surroundings of our own library, where we can create our own microcosms of orderliness and perhaps self reliance in our own sphere. Thus it is cumbersome, time consuming and even scary to reach outwards and broaden one's perspective to include the totality of the information environment in the country, in the region and internationally.

Ng'ang'a at a similar seminar held in Nairobi in 1990, stated that not much has been achieved towards the national coordination of information systems in Kenya over a long period, and points out that most of the problems could probably have been overcome if there was not what he describes as laxity, within the professional leadership of the country, which resulted in poor professional representation in the association and lack of involvement by highranking librarians. He bitterly observes: .."Some of our librarians are very well-known internationally, and yet they have not made an impact on the local association. To them this paper would only say, 'Charity begins at home'" (Ng'ang'a, 1990:140).

Luckily I can state that in Namibia, with perhaps a few exceptions, professionals are dedicated and enthusiastic, but again as I pointed out, just to the extent that their own job load allows them to be.

At this moment in time, NIWA is addressing the very serious problem our members in the government service face, namely a lukewarm attitude, and in some cases outright resistance to their participation in any NIWA activity if it involves telephoning, using government services i.e photocopying, secretarial services etc. and going to meetings in office hours.

This attitude bodes ill for NIWA as this has to do with the official status of our association and the professional integrity of our members. It has also led to a general feeling of pessimism and demoralisation that can easily be detected when speaking to any librarian, especially those in the government services. It is a librarian's pride and ultimate goal to supply users with the latest and best information possible. This is becoming increasingly difficult, with budgets scarcely covering wages and running expenses and not enough hands to do the work.

The status of the profession seems to be a world-wide problem and was once again addressed at the IFLA conference in New Delhi last year. Our members who attended this conference due to generous sponsorships from amongst others, the DSE , benefitted hugely from especially the pre-session seminar which addressed precisely the problems NIWA are struggling with.

Various possible reasons contributing to low image/status were identified, the main ones being:

* Invisibility of the profession
* Low self-image
* Women-oriented profession
* Irrelevance to society
* Low economic impact

These problem areas should be tackled by NIWA as herein lies the root of our problems. Ms A. Marais who represented NIWA at IFLA, in her report back sessions, stressed the fact that the dominating thought that emerged at New Delhi was that librarians and information workers should take charge of their own destiny and take a deep hard look at themselves as professionals.

Financial difficulties also seem to be a universal problem especially for young associations with a small membership such as NIWA. The editor of NIWA Info proudly strives to get the publication out on a regular basis but as she has to do everything herself due to a lack of funds, this is proving a very taxing task and she usually makes use of her private leave allocation to publish NIWA Info. The executive committee of NIWA has co-opted two members to help her with NIWA Info and other publicity and public relations ventures.

Also on the agenda is the question of surplus publications. In order to make these available to other libraries and needy agencies, it is envisaged to have a regular separate publication which will again require time and money! NIWA would also like to publish a Directory of Information Sources in Namibia.

COOPERATION ON A LOCAL LEVEL

First and foremost it is Niwa's goal to inspire, orchestrate and coordinate cooperation within its own ranks. Our theme for last year, as illustrated above, demonstrates the urgency of this objective. Thoughts and ideas that flowed from those early discussions should be followed up and put into practice.

NIWA members attended and took part in a resources sharing seminar organised by local NGO's. Valuable contacts were made and lively

interaction took place. A second follow up meeting took place towards the end of 1992.

NIWA became a member of APIN (Association of Professionals in Namibia) and hopes to use this contact with other professionals in the country to become aware of, and share in information infrastructures existing in these other professions.

Contact has been made with the Namibian Broadcasting Corporation with a view to utilize NBC materials on folk literature and oral history through the public libraries system.

The acceptance of the Speaker of the National Assembly, the Hon Dr Mose Tjitendero of our invitation to become NIWA's patron, has also contributed to the positive image that NIWA wants to project in all spheres in our country and even abroad.

Database standardisation and data exchange is a matter that receives ongoing attention by NIWA. We have had an expert from a commercial firm talking to us, and we decided to do our own homework and make use of the obvious expertise in our own ranks. A subcommittee will be formed for which the convener has already been appointed.

NIWA was represented at a writers' and publishers' workshop in 1992 and as a result of this NIWA has been approached to nominate a representative for the board of the newly formed Namibian Book Development Council.

Our next meeting which is scheduled for the 11th of March, will be a long awaited one where we will be meeting with colleagues from our rural communities who will be in Windhoek for a workshop.

We hope to have the Hon Dr Libertine Amathila, Minister of Local Government and Housing present, to talk to us about the importance of information in our rural communities. The importance of spreading our wings and have at least one local representative in our various national regions , as a forerunner to branches of our association, should be promoted. It is the only way to keep in touch with local information needs.

We aim to put in a special effort for library and literacy week this year to promote our profession and become more visible. Suggestions such as a poster competition , bussing in literacy groups and so on, will be explored.

COOPERATION ON AN INTERNATIONAL, CONTINENTAL AND REGIONAL LEVEL.
Our membership with IFLA is treasured and we have and will endeavour to make full use of opportunities and programmes which our membership afford us. We have been trying to slot into
IFLA Core-programmes, and will give this ongoing attention.

Resolutions of the Pre-session Seminar on "The Image, Status and Reputation of the Library and Information Profession", held in New Delhi, August 1992 can serve as a workplan for our association.

Three of our members have been nominated to attend IFLA-Barcelona this year. Hopefully enough funding will be found to send at least one member. School librarianship which forms the theme this year, is very high on NIWA'S priority list and in dire need of attention.

As far as cooperation on our own continent is concerned we have ventured into Africa and made valuable contact. We view our association with SCECSAL of the utmost importance and hope to have regular input there. Our membership with COMLA has also brought us closer to interests and matters on a more regionalised basis. NIWA-Info articles are frequently published in the Comla publications.

On a more regional level we would like to link up more frequently with all countries in Southern Africa. The forming of partnerships and expansion to include outside groups may increase the bargaining power of our association. Strategic planning, e.g. by way of regional contact, can also be helpful (Marais, 1992:5). The example of EBLIDA (European Bureau of Library, Information and Documentation Associations) which was formed with the sole purpose of representing various associations in Europe and also the interest of users, can serve as a possible prototype for a Southern African bureau.

CONCLUSION
NIWA can and must be the vehicle that brings together all information workers in the country and promote cooperation between them. It

should also leave no stone unturned to coordinate with other associations in our region, on the continent and internationally. For this we need dedication, time, funding and a lot of goodwill.

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FROM A PUBLIC LIBRARY TO A COMMUNITY LIBRARY SERVICE AND COORDINATION WITH NGO COMMUNITY PROJECTS

by

E de Kock

INTRODUCTION

After attending a SAILIS (South African Institute for Librarianship and Information Science) conference on 'Information as a resource in South Africa' in September 1989, I came to realize that public libraries are moving away from their traditional role towards that of a community information service. It is a shift from a library-centred to a user-centred service. Libraries are, after all, in the service business. Putting the user first is what we are there for.

The theme for the session on public libraries was **Information as a resource for developing communities and local governments.** To have listened to Mrs Miriam Khunou of the Vosloorus Public Library near Boksburg in the Republic of South Africa, and what they do, was an eye-opener. I shall come back to her later.

I also have in the back of my mind the way my previous employer aggressively advertised the museum I worked at, the way she advertised the town and district through the Information Bureau which the Museum administered at the time, and all the information she expected this Information Bureau and the Museum's Archives to have available: information on the history of the town and district, tourism, happenings, sport clubs, cultural clubs, etc. In other words, it was a service to the community, and there is no sin in advertising a museum or a library for that matter. If nobody takes notice of you, make them notice you.

1990 was the Year for Literacy, and everyone realized the importance of libraries in trying to eradicate illiteracy. Public libraries are in the position of having a wide selection of information available, a friendly and helpful atmosphere, and opening hours that more or less serve everybody's needs. Traditionally the public libraries cater for the toddler up to the senior citizen, from the housewife to the businessman, from the newly literate to the highly educated; in other words a wide selection of subjects and interests. The public library is not problem-oriented, like a counselling centre,

nor is it as threatening as a school. It is generally, if not always, highly respected by the community. The library is a place where a person can have exactly as much contact with the staff as he or she wishes - none if desired - and neighbours do not speculate on why a person is going to the library.

Traditionally public libraries supply information, recreation, try to cultivate a love of reading and cultural promotion. Over the past four to five years public libraries have been redefining their role as suppliers of information to include true community information services.

FROM A PUBLIC LIBRARY SERVICE TO A COMMUNITY LIBRARY SERVICE

What is a true Community Information Service? It is an information service to all individuals and groups within a community to assist them in solving the important problems they have to deal with in their daily lives or activities. This in turn enables them to enjoy a meaningful personal and civic life, as well as contributing to the development and good of the community, and the country, of course.

A library can be defined in a number of ways: as a collection of books (information); as a place where (professional) librarians work; as a building. The definition is however incomplete without reference being made to "a community of library users." The library should reach out to the community, and bring all kinds of groups into the library to work together on common problems.

For a public library to be relevant in its new role as a community library a strategy must be developed on the basis of the following aspects:

Policy: It is important to formulate a new policy which will demonstrate the willingness of the library to accept its role in community development and education.

Research: It is very important to identify through research who makes up a community by assessing education level, poverty level, language spoken, disabled people and age levels. It is important to identify and meet the community members' requirements, their interests and individual tastes. The collection and services must

match its users' needs. Community surveys are essential if public libraries are to provide services and material appropriate to their communities' needs. The surveys should not be a one-off event but should be repeated every now and then to challenge established goals, objectives and strategies.

Staff: Most professional librarians see themselves as part of the educated elite, but special skills are needed by librarians to deal with illiterates, neo-literates and any other member of the community. Librarians should have a lively mind, good public relations, innovativeness, creativity and patience, listening ability, understanding and ability to inspire confidence in different types of people, and an ability to communicate concisely and clearly. This person must have an insight into other people's problems, a genuine fellow-feeling.

Training: The staff of a community library requires some specialized training. It is suggested that with the formal training, the staff should also be trained in or informed about community and rural development, community and rural sociology, organization of information sources, information counselling and advocacy, public relations, communication and listening skills, information needs, storage and retrieval, information record keeping and repackaging, literacy teaching, adult education, agriculture. The staff must have a basic knowledge of what is going on in their country, district, town or village: what do the people farm with, what is mined, what opportunities are there for people to be self-employed to make a living from, etc.

LIBRARY MATERIAL

The bookstock of libraries should reflect the varied needs of the community members. Except for books, there also should be government publications, pamphlets of charitable or voluntary organizations, leaflets from statutory bodies, do-it-yourself books, literacy material, easy readers, community directories, list of community services, self-help packages, career information, material in local languages, audiovisual materials, etc., etc.

Different needs exist, but the biggest need is for information on practical issues, and therefore with a functional purpose. The

should also leave no stone unturned to coordinate with other associations in our region, on the continent and internationally. For this we need dedication, time, funding and a lot of goodwill.

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Different needs exist, but the biggest need is for information on practical issues, and therefore with a functional purpose. The

subjects on which community information should be available, are the following:

Planning and development: industries, housing, agriculture, tourism;
Social and health services: doctors, nurses, clinics, community workers;
Transport: roads, parking areas, garages, buses, taxi's, trains, aeroplanes;
Other services: churches, banks, shops, libraries, sport facilities, post offices, public telephone services, water resources, electricity;
Job opportunities;
Recreation facilities: theatres, art galleries, sport facilities;
Education: courses, adult education, literacy classes, distant education, study bursaries, primary, secondary and tertiary institutions, computer literacy;
Local government: reports, officials, services;
Legal aid: attorneys.

Of course, different communities will have differing needs. The library in Windhoek will have different material from a library in a small village somewhere in the rural areas. Such a library might only have pamphlets, leaflets, magazines and newspapers to start with.

SERVICES AND ACTIVITIES

There are an endless number of activities that can be organized from the library. And this is where I want to tell you about Mrs Khunou's library. She organized the following extension services:

- Children's art classes were presented in the toddlers' section by an unemployed ex-student at the time, paid by an organization, call it an NGO;
- A library drama group, who had their rehearsals in the community centre next door;
- A library music group rehearsed on Fridays in the community centre;
- To keep the youth off the streets during school holidays and over weekends they were taught gumboot dancing;
- Ballet teaching took place at a nominal fee of R6.00 per month;

- On Thursdays and Fridays for an hour, grannies from the Care of the Aged Home, narrated stories in the vernacular in the children's section. Such stories should of course be taped, solely for the preservation of local history and to be transcribed for repackaging;
- Story-telling and book reading to scholars and the newly literates;
- A toy library was specifically organized to make children and parents aware of the library. It was managed by a youth group who also repaired broken toys. The library depended solely on donations. It seems that Namibia's pre-primary schools will be phased out. A toy library can help a person who wants to go on with a pre-primary school privately;
- A supplementary educational project for senior grades was presented by third and fourth year Education students from a university, and some qualified teachers. A sum of money was donated by a big business for this community project;
- There was also a supplementary educational project for primary classes. The teachers were matriculants, assisted by qualified teachers;

Both these projects were initiated by the library.

- Literacy and adult education classes;
- The projects mentioned accommodated the street children. Better services for the physically disabled, and information services for the blind, housebound and squatter camps were considered;
- All important community meetings of groups like sport organizers, First Aid, Career Guidance meetings, etc. were accompanied by book exhibitions;
- The library kept a register for work-seekers;
- A meeting with non-workers to discuss plans for starting self-help schemes was held. The positive response initiated meetings with charity organizations and concerned individuals, and different schemes developed e.g. cleaning of bricks from demolished buildings, either for own use or to sell. The men did it for a week, sold the bricks, got the money and forgot about the job. Desperate mothers then took over. Groups doing sewing, knitting, baking, catering and vegetable gardening started, and they sold their products.

Mrs Khunou said that the library was accused of doing the work of social workers. But the truth is, as she said, the information comes from written records - it just needs to be brought to light and put

subjects on which community information should be available, are the following:

Planning and development: industries, housing, agriculture, tourism;
Social and health services: doctors, nurses, clinics, community workers;
Transport: roads, parking areas, garages, buses, taxi's, trains, aeroplanes;
Other services: churches, banks, shops, libraries, sport facilities, post offices, public telephone services, water resources, electricity;
Job opportunities;
Recreation facilities: theatres, art galleries, sport facilities;
Education: courses, adult education, literacy classes, distant education, study bursaries, primary, secondary and tertiary institutions, computer literacy;
Local government: reports, officials, services;
Legal aid: attorneys.

Of course, different communities will have differing needs. The library in Windhoek will have different material from a library in a small village somewhere in the rural areas. Such a library might only have pamphlets, leaflets, magazines and newspapers to start with.

SERVICES AND ACTIVITIES

There are an endless number of activities that can be organized from the library. And this is where I want to tell you about Mrs Khunou's library. She organized the following extension services:

- Children's art classes were presented in the toddlers' section by an unemployed ex-student at the time, paid by an organization, call it an NGO;
- A library drama group, who had their rehearsals in the community centre next door;
- A library music group rehearsed on Fridays in the community centre;
- To keep the youth off the streets during school holidays and over weekends they were taught gumboot dancing;
- Ballet teaching took place at a nominal fee of R6.00 per month;

- On Thursdays and Fridays for an hour, grannies from the Care of the Aged Home, narrated stories in the vernacular in the children's section. Such stories should of course be taped, solely for the preservation of local history and to be transcribed for repackaging;
- Story-telling and book reading to scholars and the newly literates;
- A toy library was specifically organized to make children and parents aware of the library. It was managed by a youth group who also repaired broken toys. The library depended solely on donations. It seems that Namibia's pre-primary schools will be phased out. A toy library can help a person who wants to go on with a pre-primary school privately;
- A supplementary educational project for senior grades was presented by third and fourth year Education students from a university, and some qualified teachers. A sum of money was donated by a big business for this community project;
- There was also a supplementary educational project for primary classes. The teachers were matriculants, assisted by qualified teachers;

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Mrs Khunou said that the library was accused of doing the work of social workers. But the truth is, as she said, the information comes from written records - it just needs to be brought to light and put

into practice. And who can make known written records or books better than a librarian?

I want to add that the library can also keep a register of organizations and societies with their addresses, office bearers and meeting times. This register must be kept up to date.

A diary of current events or a community calender is a way of informing community members of events and functions taking place.

An index of services available in the community will answer questions like 'Who makes built-in cupboards?' or 'Where can I have my sewing machine serviced?'. Such an index will complement the register of organizations and societies.

Up to now the public library played a limited role in research and the facilitating of information which can contribute to the development of the community. It is not expected of the librarian to be a researcher, but the library can be the link between the user, his research needs and the available information countrywide.

With the phenomenal growth in population, and a higher level of literacy, the library will have to be ready to meet the challenges which both the existing and newer media will bring in their wake.

REPACKAGING OF INFORMATION

The library staff are in a position to rewrite and translate information in a form which will be more accessible, i.e. more easily understood by the community.

ACCOMMODATION

The library should become an integrated community centre with a conventional library service only part of the package. It should also include indoor and outdoor recreational facilities, meeting facilities, adult education classrooms, literacy classrooms, exhibition and audiovisual centres. There should be an after-school activity centre, a study hall and an information bureau for tourists. And what about a museum to document the local history?

I actually have this picture in my mind of a U-shaped building with a big old camelthorn tree in the middle, and the library the focal point of this building. The community library in Rundu almost fits this picture. Around the building there should be enough space for outdoor activities, like Grootfontein Public Library, for example, where there are trees and grass.

HOURS

The opening hours, of course, must suit the needs of the community, and that means an hour or two in the evenings. This means that you need enough staff or volunteers to work shifts, or the staff themselves can work shifts, or the library can open later in the morning. Most people work from 8 to 5, and they need that extra hour or two after 5 to visit the library.

FINANCES

Membership fees do not find favour with a lot of people, because a library service should be free, and there are a lot of people who cannot afford it. Today governments do not have the money to finance library services, and yet they want their people to be educated. Namibia is a good example; no new books or magazines were bought for 1992, and 1993 looks just as bleak.

The government must either get their priorities right, and understand that libraries play an important role in educating and uplifting people, or leave it to the libraries themselves to generate money in some way or another, e.g. through foreign aid or through a society like 'Friends of the Library' or a library committee, which both will be independent from the Government. Such a committee or society consists of people from the community who can help generate money and manage their own community library.

Some of the public librarians suggested a means to earn or make money to buy books or to provide better services, but unfortunately that is against government regulations. The government is non-profitable. Not even the fines on late books are put back into the libraries.

An investigation to determine what effects, if any, user fees have on library use, was conducted in the Transvaal in the RSA in 1992. It was found that the charging of user fees does not necessarily

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cause drops in membership and circulation, as is commonly anticipated. The study also concludes that while the debate about whether "to charge or not to charge" goes on, public libraries will at least have to prove to their public that their funds are being ploughed back into the libraries. I wonder when the people of Namibia will wake up to the fact that no new books or magazines are bought, and they are still paying tax and membership fees.

The study found that the groups most affected by library charges are children and pensioners. Some parents thought that it is an unnecessary extra expense to pay fees for children and some thought it unnecessary since there is a library at the school. Pensioners suffer because of their restricted budget. I want to add here that people with a low income will also be affected.

The study suggested that perhaps libraries could start examining alternative fund generating activities so that charges for information use and supply from their stocks could be reduced to a minimum. I agree with this, and want to appeal to the people in government concerned with finances to reconsider the whole issue of a government institution being non-profitable where libraries are concerned. This is also a means to get your community fully involved by making them responsible for the funding of the library. But then they must see that their money is spent on what it is meant for.

CENTRAL HEAD OFFICE

Call it what you like, but it would be best if there is a centrally situated office from where a professional service can be administered. The biggest problem in Namibia e.g. is a shortage of professionally trained librarians and a lack of money. Trained librarians can be situated centrally, and go out on a regular basis to train information workers, if you do not want to call them librarians, and provide professional and technical help. They should at least be financed by government. They can do the cataloguing, classification and processing of whatever library material is available, and send it out to the different libraries. This central head office will depend on how big the country is. There can be regional offices who will be the link between head office and the libraries. Communication channels however, must be developed. Regular meetings must be held between the regional offices and head

office to discuss needs and problems, policy, etc. It can be called a Forum consisting of the Director, Deputy Director of Library Services, the Deputy Directors of Library Services of the regions, the Head of the Public/Community Library Service and preferably one of the senior librarians at Head Office as well.

ADVERTISING

Earlier in this talk, I mentioned advertising. It is important that the community knows about the library and all the services it renders. It is amazing how few people realize that the library is an information centre, and can answer a lot of enquiries or can direct an enquiry to the people who can answer it.

An article about the library and its activities should be published regularly in the media, and talked about on the radio and TV. The library should have a noticeboard where important information, announcements, etc. can be displayed. A list of vacant jobs is a must on such a noticeboard.

A library service should also make use of a display area such as is available in the Wernhill shopping centre on the ground floor. Recently there was a display by a bookseller or booksellers for a "Reading awareness week". Nowhere did they say: "Visit your library!", although one cannot really expect them to do that.

NON-GOVERNMENTAL ORGANIZATIONS

I have not mentioned NGO's as yet, because from what I have said, and what a community library service means to me, contact and cooperation between the two will be obvious. If the library is part of a community centre, NGO's will make use of the available rooms and halls. The repackaging of information can also be done in collaboration with NGO's.

CONCLUSION

Unfortunately, all of what I have said depends on money and a government's goodwill. If there is money, and the government acknowledges the importance of libraries, there will be trained librarians.

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CONCLUSION

Unfortunately, all of what I have said depends on money and a government's goodwill. If there is money, and the government acknowledges the importance of libraries, there will be trained librarians.

The success of a community library service will also depend on the initiative, interest and working abilities of the librarian. She/he must have the will and drive to go out and organize her/his library service. The librarian will have to and must make use of the community to help her/him in the task of rendering a service. After all, it is the community's library service.

To overcome, then, the limitations of the system and create a library where individuals feel their voice is heard and their needs met, librarians need to involve local people in as many aspects of the library service as possible.

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THE SPECIAL LIBRARIES OF GOVERNMENT AND PROSPECTS FOR COOPERATION WITH LIBRARIES FROM PARASTATAL AND PRIVATE INFORMATION CENTRES

by

R. Morgenstern

1. BACKGROUND

The Subdivision Government Libraries within the Division Library Services of the Ministry of Education and Culture is responsible for the staffing of the libraries in the 21 Ministries of Namibia.

The furniture, equipment and stock of the libraries are the responsibility of the concerned Ministry. We help to develop these libraries within certain guidelines, and for this, directives (Directives for Government Libraries) were compiled. Information services are requested to adhere to these, however, with the consent of the chief of the Subdivision, deviations are allowed where useful and necessary.

The Government Libraries are actually one large library, with decentralised service points, which serve a specific user community with very specialised needs on a very specific subject.

The rationale behind this setup is to achieve coordination, cooperation and standardisation of the services in the Subdivision. Before 1981, every Government Department managed their own branch library (if there existed one) and fully processed, catalogued and classified books were issued to these by the former Administration Library, now Estorff Reference Library. In some cases, separate libraries emerged with time, e.g. Water Affairs, Geological Survey, Museum, Transport. However, there was no standardisation regarding processing of materials, cataloguing rules, classification procedures, etc. what so ever. Every librarian did what he/she thought was right and changed systems according to his/her own opinion.

With Proclamation AG8 in 1980, the Central Government was made responsible for the libraries of the central government departments and that function was assigned to the Library and Information Service of the Department of National Education. In 1985/86 Directives for

Government Libraries were drawn up by the Chief of the Departmental Service, and these were approved by the Central Personnel Institute (now Public Service Commission) and the Treasury in 1987. The purpose was to standardise the procedures in libraries generally, and also according to Treasury instructions, and to raise the standard of service in the government libraries.

2. ESTABLISHMENT

The establishment presently comprises the following posts:

1 Chief (vacant)
2 Deputy Chiefs (1 vacant)
10 Librarians (5% vacant)
14 Library Assistants (1 vacant due to freezing of appointments)
1 Clerical Assistant
1 Typist (vacant due to freezing of appointments)
1 Messenger

It is no problem to fill the assistant posts, as the minimum requirement is Grade 12 (Std. 10).

Of the professional posts only 4% are filled, due to the shortage of professional staff in Namibia. The minimum requirement is a B. Degree with or in Library and Information Science.

3. GOVERNMENT LIBRARIES

3.1 The Libraries

The following libraries are presently staffed by the Subdivision Government Libraries: Education, Agriculture, (including Veterinary Services, the Herbarium, and 3 agricultural colleges), Geological Survey, Mines and Energy, Archives (part-time), Health and Social Services, State Museum, Transport, Attorney-General, National Planning Commission, Foreign Affairs, Fisheries and Marine Resources, the Music Conservatoire, Office of the Prime Minister, Water Affairs. Some of the libraries have up to 3 staff members, and some are only manned part-time, depending on the number and needs of users.

The following information services are assisted in an advisory capacity. Staffing is, however, supplied by the relevant Ministry itself, due to a shortage of posts on our establishment: Justice, Public Service Commission, Information and Broadcasting, Local Government and Housing, National Institute of Educational Development

(NIED), Finance, and Labour and Manpower Development. This personnel is actually treated as a part of our staff and included in all activities, however, only if the concerned Ministry wants it that way.

These departmental library and information services expose a wide variety regarding the following aspects:

3.2 Stock of the Libraries

The total stock of the libraries presently is:

Mono-graphs	Other print media (reprints, sheet music)	Audiovisual & visual media	Periodical titles (current)
49 653	25 774	115 550	1 679

3.3 Size

On average some of them have collections of over 10 000 monographs, and some have just started to build up their collection, especially those of the new Ministries that were formed after independence.

Audiovisual media were transferred to those libraries run by a professional librarian, as they see that these are in good and responsible hands -- eg. air photos and map collections in the Geological Survey Library and photographs in the Water Affairs Library.

Periodicals form an important part of the stock of these libraries, and in total these libraries receive 1678 periodicals.

Reprints of journal articles form an important part of the collections of the special libraries eg. in the Geological Survey and Fisheries and Marine Resources Library in Swakopmund.

The range of services offered also varies widely, depending on the demand placed on the staff by the users and the capabilities and training of the personnel.

The subjects covered by the special libraries of government expose a wide variety: Agriculture, education, mass media and publishing, civil and road engineering, water supply, geology, health and medicine, veterinary science, mining, development information and administration, public administration, housing, zoology, botany, anthropology, culture, etc. - thus actually covering the complete universe of knowledge.

3.4 Use of services

Generally the use of the information services is unsatisfactory, and I am of the opinion that they are under-utilised and not exploited to the full, although with some exceptions.

Do decision makers always try first to get more information on a problem before deciding what the right decision would be?

One of the main functions of a government library and information service is to provide information to promote good and sound decision making.

And with this point we are at the objectives of an information service in the government of a country. The concept of information as a national resource for social and economic development is accepted world wide, and this should also be the case in Namibia. The need for information in our Namibian Civil Service is not very apparent and pronounced and I am convinced mistakes made could have been prevented by first requesting background information on the problem upon which a decision has to be taken.

Access to information is accepted widely as a basic human right. It is the aim of an information service to provide this access to their users. In our context that depends on the type of the work of the user.

A definition of the objectives of Government Libraries could be formulated as follows:

To meet the information needs of its user group in order to help them to do their work more efficiently, be it research, decision- making, or background information for various tasks and duties.

The **ultimate aim** thus would be to improve and enhance the efficiency of the Civil Service by good work performance of the officials.

To meet this aim, access to information should be easy, timely, and efficient - thus providing the right information to the right person at the right time.

3.5 Problems

Obstacles hindering the achievement of this objective in our local setup are multiple. The most important are:

* the shortage of posts on the establishment to meet all the requests of Ministries for the staffing of the libraries;
* lack of qualified professional staff to fill the professional posts on the establishment;
* backlogs of uncatalogued and unprocessed material. The latter results in the inaccessibility of material, which in fact is present in the country's information services, but unidentified for the users of these services. This indicates the need for a joint catalogue of various materials in the country;
* inferior information services in some of the libraries of the Subdivision;
* low status of libraries in the Ministries with resulting lowing financing;
* very low salaries paid to library assistants and professionals with the result that they change their work quite often in search for a better salary;
* reluctance of decision makers in some Ministries to share information sources and make records and materials available for consultation to other sections within the same Ministry, or to other Ministries (empire building).

4. STAFFING

Some of the libraries in the Subdivision Government libraries are small and manned by only one person, and sometimes even on a part-time basis. Due to the critical staff shortage, and especially the shortage of suitable qualified and able human resources, it is not possible to place a qualified person in charge of every library, let alone to give a full-time person to every mini-library.

The personnel usually are assistant staff with no qualifications in library and information science. Services rendered to the users are unsatisfactory, lack initiative and quality.

The only option open for us in the short term, was to try to improve the information services of these special libraries by offering in-service training to assistant personnel, as well as continuing education for professional librarians.

5. TRAINING

5.1 Internal In-Service Training

In-service training already started in 1978. Topics covered until today were: Cataloguing with AACR2, reference work, classification with DDC 20, filing, running a small library with all the relevant subtopics, input of records onto the computer according to UNIMARC format, user studies, etc.

In these **in-service** training courses we try to keep the courses as basic and simple as possible, with practical work at the end of every session, where feasible. The preparation of these sessions require time, input and effort from the professionals, and sometimes we wonder whether it is worth the time spent. As already indicated due to the poor salaries, library assistants change work often and the training does not benefit the subdivision in the long run.

5.2 External In-Service Training

Continuing education for librarians is a very important aspect of the activities of the Subdivision Government Libraries, especially in the rapidly changing technological environment. Two librarians attended training courses in Botswana and in Bonn, and one went for a 3-month course on new information technologies to Bangkok. All of these related to computerisation, which as you will see is an important aspect and part of our activities at the moment. This was again made possible with the help of the DSE.

In October/November 1992, 12 staff members of the Subdivision attended a course on indexing and use of thesauri by Prof. W.L. Lancaster, sponsored by the DSE.

5.3 Formal Training

This only started in 1992 when 2 scholarships were offered by the DSE to Library Services of the Ministry of Education and Culture. In August two of our library assistants went for further training to the University of Botswana for the Certificate in Library Studies. They are due to return in June this year and we are looking forward to the results and quality of the training.

5.4 Evaluation of Training

As much of our time and effort is spent on these in-service training courses, one is compelled to evaluate whether information services were indeed improved after some time. I am convinced that it still depends on the initiative and insight of the staff to implement the skills acquired during the course in the practical situation of their library.

One side-benefit to me is that the person preparing for an in-service training session, actually benefits most, as he/she has to make sure that the information he/she is trying to pass on is correct and up to date - it thus serves as a sort of refresher course.

With the aim of our in-service training in mind (to improve the services of the Government Libraries), I still think that in-service training is worth the time and effort invested.

However, to deliver an effective and pro-active information service, in-service training is not sufficient. Basic training with the theoretical background of information and all its aspects, and how to transform this into a practical terms is needed.

5.5 Need For Formal Training in Namibia

As Namibia at the moment has no facility to train professional librarians, I herewith want to express the dire need for this.

It is not always feasible to send persons with the potential for a good information worker to another country, as personal circumstances are sometimes of such a nature that it will be impossible for them to apply for bursaries.

The report of Prof. A.-J. Tötemeyer on Government Libraries and Archives also proves that there is a preference for training on a part-time, semester or partial distance training basis, and not full-time.

6. COMPUTERISATION AND NETWORKING

As already indicated accessibility to information sources is a major problem in Namibia. The best solution to provide this essential access was to computerise the stock of these libraries, instead of building card catalogues which would have demanded the same time and effort, without the needed ease and speed of use, and results achieved.

Powerful computers and networking hardware have become cheaper and more affordable for even the small budgets of the mini libraries of the Ministries. Because of sanctions Namibia was isolated from foreign countries before independence, and we were not knowledgable about software for microcomputers, other than South African software. The costs of some of this software was prohibitive, and requesting a Ministry to buy a software package for thousands of Rands for the library, the answer in many cases would have been no. It is a better strategy to first show the advantages of the computerisation of the stock, as most of the Ministries today avail over a microcomputer. Afterwards one can come and ask for the provision of more powerful computers with networking capabilities.

In a few periodicals we read about the CDS/ISIS software distributed free of charge by Unesco. The pack was ordered immediately for evaluation purposes. After the attendance of a CDS/ISIS course in Botswana and learning more about the capabilities of the system, it was decided to computerise the stock in libraries where it was possible.

A short training course was held afterwards for librarians in Windhoek. Regarding the design of the bibliographic format, after a few trials and errors, we decided to use UNIMARC as bibliographic format. It is a generalised format which makes provision for the integrated use of all types of media, is inter-changeable with other formats (USMARC, UKMARC, SAMARC), and thus allows for record exchange with other countries. As it is a comprehensive format with fields for

all types of media, training had to be provided to librarians and assistants. Input of records at the various libraries started in November 1991, and mostly students were used to do the initial input.

Statistics regarding input for all Government Libraries now stands at 84 663, of which 69 565 are air photographs, maps and photographs, leaving 15 098 for monographs. Progress is slow due to the fact that input is done besides the normal daily administrative workload of the staff.

6.1 Exchange of Records with other Bibliographical Databases and formats

As many of our libraries sent catalogue cards in earlier years to the State Library in Pretoria, and since the availability of a SABINET terminal at Estorff Reference Library, the State Museum and Water Affairs Libraries have added their holdings on-line. These records are now available from SABINET. To save valuable input time, it was decided to buy these records from SABINET and download them into the "GOV" database. In CDS/ISIS record exchange takes place in ISO 2709 format, which is the same for SABINET records. Only a short programme had to be written for the conversion of SABINET tape format to ISIS format, to be able to load the records, and then a minor reformatting is necessary for the reformatting from SAMARC to UNIMARC, as SAMARC is based on UNIMARC. Unfortunately due to the freezing of all expenditure for the current financial year, we will have to wait.

For the supply of records to the AGRIN/AGRIS database of the FAO in Rome, a much more complicated reformatting table had to be written, as the differences are quite substantial between these two formats. This was done to save on input time for the NAIC.

It is intended at a later stage to send bibliographical records on diskette to SABINET for inclusion on the database - then these would be available to the southern African region, without entering them twice.

6.2 Networking

Namibia is an information poor country, and resource sharing is imperative to optimise the use of information sources in the country. Resource sharing can only start when the other service knows what is

available and where. Then negotiations can start on making these materials available for use to the other party. To contribute to that ideal, our ultimate aim is to form a computerised network of all government libraries, giving access to the holdings of each other's library. At the beginning of this paper it was mentioned that Government Libraries actually form one large library, and now information technology makes it possible to accomplish this concept by forming a computerised network, where each information service will run its in-house database (with circulation systems, etc.) on its own computer, but with access to the joint database through a network. Only the necessary elements of the records could then be downloaded to the common database, excluding in-house information. Networking has already started on a very small scale by installing the database system of the library on the computers of the Ongongo Agricultural College, where students can consult it. It is to be updated on a regular basis by diskette. The branch library at the Department of Adult and Non-Formal Education will also receive regular updates of the database.

This database could in this way contribute to the compilation of a joint catalogue of monographs and serials by the national library.

Negotiations have already taken place with the Chief of the National Archives to make use of the mini-computer to house the common database, which can then be accessed by telephone line by other information services.

7. COOPERATION WITH INFORMATION SERVICES OF PRIVATE AND PARASTATAL ORGANISATIONS

It actually is contradictory that some of the government libraries are members of, or can access international networks, but that internal cooperation is only in a rudimentary stage of development. Charity should begin at home and priority be given to the building of internal networks to improve the accessibility of material in the country.

The National Agricultural Information Centre (NAIC) forms part of an international network, i.e. the AGRIS/CARIS network of the FAO and contributes to the AGRIS database, and is starting with a

computerised database of ongoing research on agriculture in Namibia, i.e. CARIN/CARIS.

Cooperation between government libraries and other organisations presently only exist in a very unconfined and informal way - actually on a gentlemen's agreement. The following libraries work together with other information services:

The **State Museum Library** supplies contents pages of its periodicals to the information service of the Desert Ecological Research Centre and the Geological Survey.

The **National Agricultural Information Centre** consults with the Namibia Scientific Society, the First National Development Corporation and the Rössing Foundation.

The **Water Affairs Library** made contact with the libraries of TransNamib and SWAWEC.

The **MEC Resource Centre** has a good working relation with the Resource centre of the British Council.

The Centre for Applied Social Studies (CASS) provided their common database on legal information sources in Namibia to the libraries of the Ministry of Justice.

James M. Ng'ang'a (1991:16) describes these activities as library cooperation. According to him **true** resource sharing "assumes a range of physical, intellectual and conceptual resources on the one hand and a body of people with library and information needs on the other, and covers the activities involved in organising the one into a set of optimum relationships to meet the needs of the other, it is user oriented and its main activities revolves around improvement of services for users".

However, I would imagine that resource sharing would commence with library cooperation and then slowly unfolding into resource sharing as the benefits of collaboration can be seen.

Therefore, it can be stated that there are bright prospects for collaboration between government libraries and private and parastatal organisations, for the benefit of both sides. Especially those libraries and organisations covering the same subject field would profit most.

Prof. Tötemeyer's report on Private and parastatal libraries and archives provides the names of these organisations, but others can be included as well. For example cooperation between the special libraries of government and the planned Multidisciplinary Research Unit of the University of Namibia would benefit all, but especially the researcher.

Possibilities would be the following:

National Archives:

Namibia Scientific Society Library, Sam Cohen Library, DELK Archives, ELC Archives, NBC, NG Kerk in Namibië Argief

MEC Resource Centre:

American Cultural Centre, British Council Resource Centre, Bricks Community Project, CCN Teacher's Resource Centre, Deutsche Stiftung für Interkulturelle Zusammenarbeit, NANSO, University of Namibia

State Museum Library:

Namibia Scientific Society Library, Sam Cohen Library, DERU, University of Namibia

National Agricultural Information Centre:

First National Development Corporation, Rössing Foundation, University of Namibia, IMLT, NDT.

Water Affairs Library:

SWAWEC and TransNamib

Geological Survey:

University of Namibia

Libraries of the Ministry of Justice (Attorney General, Justice, High Court):

Law Society of Namibia, CASS

Conservatoire:

Namibian Broadcasting Corporation, Namibia Arts Association (Music Library)

Public Service Commission Library:

IMLT, Private Sector Foundation Library

As can be seen, possibilities for cooperation are multiple and should be beneficial to all. One could start with exchange of periodical lists, to be expanded later to true resource sharing.

Unfortunately no representative of the private information services and parastatal organisations are represented on this seminar to hear their opinion and ideas on cooperation and resource sharing.

8. CONCLUSION

To make networking effective, a minimum standard for cataloguing and processing of records is essential to provide the needed information. As all of the libraries follow the Directives for Government Libraries and use the same bibliographic format, networking could start as soon as an agreement on the joint use of the computer has been drawn up and formulated.

To make true cooperation, resource sharing and networking a reality in Namibia, I want to plead to set aside personal differences and gain, refrain from empire building and avoid duplication of collections and functions in order to save money, effort and work. One should try to establish an effective and efficient information system, taking into account the existing services and try to combine them into useful systems that will first provide access to all information sources in the country, to information systems in the southern African region, as well as worldwide.

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SCHOOL LIBRARY SERVICES IN NAMIBIA: THE NEED TO ESTABLISH SCHOOL RESOURCE CENTRES, TO COORDINATE DONATIONS BY LOCAL AND FOREIGN AGENCIES AND TO COOPERATE WITH TEACHERS' RESOURCE CENTRES

by

J T O Klynsmith

1. THE DEVELOPMENT OF SCHOOL LIBRARY SERVICES IN NAMIBIA

1.1 Before Independence there were 11 education authorities that operated quite independently and without any obligation whatever to coordinate their services, except for the fact that they all prepared their learners for the same final external examination. This did prompt most of the authorities to seek the advice of subject advisers in the former Department of National Education, which was attached to the central government. But this advice was sought only for subjects that were examined, so school library services were seldom approached.

In the library and information field this divided situation had disastrous effects which were compounded by the inequalities of the financial distribution.

In the 64 schools of the former Administration for Whites, for example, school libraries had been developed into well stocked media centres with all the necessary equipment and ample space and facilities and a wide variety of audiovisual materials, while three subject advisers attended to their needs and promoted good standardised administration.

In contrast, there was no adviser for the 570 odd schools of the Administration for Owambo. Nor did they seem to have the funds for any kind of library development, in fact most of the schools did not even have adequate basic facilities, such as enough classrooms, a staff room or even an office for the principal. Only the newer secondary schools were built according to standard plans that included a school library. But very few of these libraries were stocked, apparently for lack of funds and for lack of staff who could administer the stock and teach the learners basic book education.

It would be an unfair comparison to say that these two examples are the extremes, but fact is that school library provision varied from excellent to non-existent, with about 80% in the last category. Only three of the eleven authorities had subject advisers for school libraries, six in all serving almost 200 schools.

1.2 Since Independence the service has become a component of the department culture at M.E.C. headquarters, presently with four Subject Advisers and five clerical staff to serve 1 317 schools, though regional offices have a Deputy Director in charge of (inter alia) libraries and one region also has a Chief Librarian for all of its 80-odd schools and its public libraries.

Our main aim is to establish an effective school library service and at the same time to help develop a school resource centre in every school.

Some major problems we encounter, however, hamper this development. They are:

i) Lack of staff, which prohibits a thorough in sito investigation of the situation, the facilities and the possibilities at each school.

ii) Lack of funds to provide the necessary resources, let alone the facilities.

iii) Absence of sufficiently qualified resources teachers, necessitating thorough in-service training, which is itself hampered by the lack of staff and funds.

iv) Now that a new syllabus has been introduced, there still are a substantial number of schools that make no provision for teaching Basic Information Science, either because they do not have the teachers or they do not regard it as important.

v) Absence of statutary coordination machinery. This has the effect that most of the very welcome help we do get, especially by means of donations from a wide variety of sources, is only helping to increase the backlog - a vast but widely dispersed collection of books that are not processed or properly accessioned and therefore not properly accounted for, while the most needed information in the books remains inaccessible to the learners. This inevitably creates a sense of helplessness which soon leads to frustration and eventually to total neglect, thus completely negating all efforts to inculcate a reading

habit and to create an inherent need for individual information retrieval and use.

I can think of four possible solutions to these problems:
i) Continued efforts to emphasise the need and to stress the role that a well equipped resource centre can and should play in child-centred education.
ii) Continuous advice and **service** to schools to help school principals understand the need for the supportive role of the resource centre in a school.
iii) Continued in-service training of resources teachers to equip and help them cope with the administrative duties in a resource centre and, even more importantly, to equip them with the confidence to **teach** the skills suggested in the syllabus for Basic Information Science and to inculcate a book culture.
iv) Concerted efforts, supported by the necessary statutory machinery, to coordinate all efforts, including the much appreciated help from donors.

2. THE NEED FOR THE PROVISION OF RESOURCES TO NAMIBIAN SCHOOLS

2.1 The present book stock. At independence only about 20% of all Namibian schools had any library stock whatsoever, and this was unevenly distributed as has been shown. Since independence many efforts at providing resources have helped to change this situation to a certain extent:

i) About 100 schools that previously had nothing have made use of opportunities to acquire books from budgetary allocations. These acquisitions, however, have been very limited - from 15 to 50 books per school.

ii) Various donor agencies have made generous offers to the Ministry. This has expanded the holding of some books to 230-odd secondary schools, while book boxes are being prepared for 400 primary schools. These projects will eventually provide book boxes for all secondary schools and for 500 primary schools. However, these initial donations are only a start to the provision of library services; there are not quite 200 books in each box, and these by no means represent a balanced collection.

For any library to be really meaningful, there ought to be at least an adequate number of books to make it possible for an effective circulation system to function fluently. This would therefore imply a book stock that exceeds the number of users, and that without taking into account that a significant number of reading preferences and languages need to be catered for. Furthermore there ought to be a balanced collection, comprising of fiction, enough non-fiction to support the total school curriculum, both academic and cultural, and an adequate number and variety of reference books.

What is more, an effective and "useful" library also carries a variety of periodicals and other sources of information, especially audiovisual sources. In a school library - we prefer to speak of a resource centre - these other sources in support of the book stock are essential if the resource centre is to fulfil its basic educational aims, and even more so if child-centred education is to have real practical meaning.

2.2 The need for engendering a book culture seems to be a prerequisite. It is true that all learners are interested in books, in fact in any reading material they can get. After all, one of the first and most basic aims of education is to teach learners to read. But for too long these young new literates have been deprived of the material to foster and develop this basic skill. It seems almost a wonder that their interest in education has been maintained - or is this lack of stimulation a contributing factor to so many of the problems at schools?

But engendering a book culture in communities where the literacy rate is still very low, where books are seldom seen except in classrooms and in church, and where old magazines are used for wrapping and for decorating bare patches of wall with pin-ups or pictures, is not easy. Teachers who themselves have so long been deprived of the advantages and pleasures of reading need to be trained in the use of books and other sources of information to supplement their teaching, and above all they need to be motivated themselves so that they in turn will foster a love for reading among their learners.

The syllabus for Basic Information Science aims at achieving this by teaching learners where to find sources of information, equipping

them with the skills to retrieve the information, helping them to make the best possible use of the information and trying to inculcate a love for reading and an appreciation of good literature. But to achieve this an extensive in-service training programme is needed. This requires staff, money and time - all of which are at a premium as almost all other areas of educational upgrading have similar priorities.

Nor would it do much good to train the teachers if the materials they need are not available. The provision of all the types of source materials **must** go hand in hand with training. What is more, training and provision of materials alone will hardly solve our problem if the teachers are left to sort, classify, catalogue, process and administer their "libraries" without help.

What help do they need? First of all, very few currently practising teachers have either the expertise nor the experience or the time to make the best selections, let alone the fact that very few have access to the suppliers. For when funds are as scarce as they are, selection becomes crucial: whatever is available must be used as cost-effectively as possible. Secondly, teachers need help in processing and cataloguing the materials. Much of the work needed to make a book shelf-ready and to facilitate retrieval of the information requires specialised professional expertise. This is only feasible in present circumstances if enough professional expertise, with the necessary back-up staff, were available and if all efforts, including those of sponsors, were coordinated into one carefully orchestrated development programme.

3. POSSIBILITIES FOR DONORS - AND THE NEED FOR Coordination

3.1 Possibilities for donors are various:

As shown above, most schools still need to be provided with resources to supplement and extend their teaching. If we look at generally accepted world, or even African, standards for school library provision, the needs of Namibian schools are staggering. What, in real terms, can be regarded as the minimum standards for the size of the stock in school libraries? I venture to suggest that this can only be determined if we first decide what we want a school library to do in a school. Though the norms that follow are far below the

standards we have taken note of, I believe this is the minimum, for a start at least.

3.1.1 To be effective, a resource centre should provide the following sources of information.

(a) There must be enough fiction to stimulate the reading habit, to fire the imaginations of young literates and to ensure that learners need never have to return from the library empty-handed or with an unsuitable book. There should therefore be at least **more** books than the number of users. Even at a conservative estimate this would mean that more than 283 000 story books are needed and these books should be selected for all the different reading levels and languages that prevail in the schools.

(b) Schools need enough non-fiction to supplement and extend every aspect of the school curriculum, including the non-academic activities. If child-centred education is to be a reality and not just an empty slogan, this will mean that the non-fiction part of the library should have about 60% of the total stock. That will give us an additional 425 000 books, carefully selected to fulfil in the basic needs of each individual school.

(c) They need sufficient reference works to cater for the most frequently needed answers. This would mean **at least** one good set of encyclopaedias, a variety of dictionaries (and subject dictionaries in secondary schools) as well as atlases. These are usually expensive books, and we are looking at some 1 000 schools that have nothing.

(d) Teachers need reference books from which they can draw more information or alternative exercises, etc. to enhance their teaching. This would require something like 12 000 books to provide the minimum of one book per teacher.

(e) There should also be a variety of periodicals that not only stimulate reading but also provide up to date information on a wide range of topics. In secondary schools, especially, periodicals are indispensable for learners who want to be properly prepared for their examinations. We are therefore looking at some 350 copies of 5 - 10

titles for secondary and about 700 copies of 3 - 5 titles for primary schools as a start.

(f) Lastly, there must also be some audiovisual materials, but these also require equipment and equipment requires electricity. A proposal has been made for solar-powered systems which are expensive to install but comparatively cheap to maintain. I will not even try to estimate the cost of such projects without more detailed and exhaustive investigation. Suffice it to mention this vast need.

3.1.2 Furthermore, all these resources need to be securely kept in a suitable resource centre, but few schools have such facilities. Building a library at each school where there is nothing can hardly be seen as a priority, however, as long as there is such a vast shortage of classrooms. But a useful substitute is already in use in some schools: modular book units that hold about 200 books each. These modular book units are comparatively secure and are quite easily moveable from class to class while they can be stored away at night.

Taking the above estimate as a guideline, we would need about 3 600 such modular book units to provide in the immediate needs of Namibian schools, not to mention future growth.

3.1.3 Last, but certainly not least, all this provision would be wasted unless in-service training accompanies the supply. Training is essential for resources teachers who need guidance in the administration of a library, but training is also needed for teachers who want to be shown how the use of these resources can enhance their teaching. If only one teacher is involved at every school it would mean that some 1 200 teachers need this training. At one week per workshop and 30 - 50 teachers per trainer, and with the need for training in both administration and teaching Basic Information Science, fifty weeks are needed, and only two advisers are available for this right now, without considering their other duties. And how much "training" can be done in a week?

3.2 **The need for coordination**

Since the unification of the various ethnic authorities one thing has become very clear: there not only is an immense disparity between

the haves and the have nots as far as provision goes, but the have nots are equally lacking in the skills of administering and using a resource centre. What is more, these schools are generally also understaffed and overcrowded with learners. **They need help**, not only as shown above, but also in the physical processing of the resources. Though I hardly think it necessary to argue the point for processing library materials here, it has been my experience that many in authority do not realise what it takes to make information accessible and to facilitate proper control of these valuable resources. People who are accustomed to using libraries seldom stop to think what went into making all the lovely books, so neatly and logically arranged, so nicely available.

Our present staff manage to process about 2 000 books per week, or 100 000 per year. Unless more staff become available, therefore, the minimum provision suggested here would take more than seven years to process. I therefore suggest that a five year plan would be quite viable, if the help and the staff are available.

But such long term planning must of necessity be carefully co-ordinated.

Another very important reason for coordination lies in the need for ensuring adequate and compatible standards of processing and administration of this valuable stock.

Currently there are thousands of books lying unused and useless in schools because they are unclassified and unprocessed. And every now and again more are added by way of donations, thus only adding to the frustrations of the teachers who would like to see a library developed at the school.

4. Cooperation WITH TEACHERS' RESOURCE CENTRE

I have been speaking all along of resource centre. This term has of late become almost as commonly spoken of as the call for reconciliation. And in terms of the overall theme of this seminar, I venture to say that these terms have much in common. For unless all efforts are pooled and the development is properly coordinated the present haphazard, seemingly unplanned and often unmanageable "growth" of resource centres are bound to become more of a burden

than a help, and so reconciliation, in terms of helping to give all learners equal opportunities, is bound to be delayed, if not completely obstructed.

The proper restructuring of educational renewal is vital. One of the key aspects in educational reform is thorough in-service upgrading of teacher' qualifications, which to me means **teaching ability** rather than certification.

One very important strategy in upgrading teachers' qualifications is the provision of resource centres where teachers will have access to and professional help in making use of various "aids" to enhance their teaching. Hence a working party was created to plan the establishment of a network of resource centres. Fortunately the co-ordinator of the relevant subcommittee, herself once a librarian, realised that school librarians ought to be involved. Their co-option led to the suggestions spelt out in the so-called "Five Year Development Plan for Teaching Improvement", namely that a network of resource centres would not only provide resources and services at all levels, but also build an infrastructure that would serve the whole educational machine with informational resources, while at the same time it would serve as a line of promotion for deserving teachers.

However, this network, like any network that strives for optimal usefulness, **must** function as a coordinated system, or risk the danger of being more counterproductive than beneficial. This is my plea: even though school resource centres are not within the same department as the teachers' resource centres, please consider the overall benefit of cooperation rather than the idealistic dreams of individuals. More about some ways to achieve this in the last two parts of this paper.

5. TRAINING RESOURCES TEACHERS AND ADVISERS: SOME PROSPECTS

In reviewing the historical build-up I pointed out that there are a number of schools where the development of resource centres has reached quite a high level of sophistication, where there are not only good collections of books and other printed sources, but also a variety of audiovisual sources, and in many cases there is also a qualified or experienced resources teacher in these schools. Very

few of these schools are isolated; they all have spacious facilities and mostly also a staff of well qualified and experienced teachers.

These schools, I believe, are well situated to serve their communities, including surrounding schools, by providing advice and even to some extent making their resources available. This practice is already working effectively in Swakopmund and in the Keetmanshoop region, and to a lesser extent in some Windhoek schools. In-service training of colleagues in an informal and neighbourly way is working wonders in terms of promoting good school library administration as well as reconciliation in these areas!

But such schools are unevenly distributed. In the three northern regions in particular, also the regions with more than 70% of all schools, there are only three schools with the facilities referred to above, and at least one of them has no full-time resources teacher. For these regions, and for other areas like Hereroland, another strategy is needed, and for these areas I propose that potential resources teachers be seconded to work in School Library Services (Head Office) for six months or a year to gain experience and in-service training before returning to their regions as subject advisers stationed at one of the busier teachers' resource centres.

The only long-term solution for the lack of trained staff, of course, lies in instituting proper training facilities at the tertiary institutions. It therefore is nothing less than a tragedy that the planners of the new Basic Education Teachers' Diploma course have made provision only for a full course on Basic Information Science as a fourth year specialisation option.

6. COMPUTERISATION?

In this seminar we are mainly involved in discussing the ways and means of achieving effective coordination of library and information systems and services. Though we are a thinly populated country, and though there are still some remote areas where economic development has not left marked signs of progress, yet in general we can boast a fairly good infrastructure. There is no reason why we should put off the advancement into computerised networking of information systems. But in the school library scene there is still a vast backlog that needs to be brought up to date before computerisation

can even be considered. And yet there is no reason why all new acquisitions cannot be included in a data base. What is more, as TRC's are only just beginning to find their place in the system I believe that this is the ideal siting for terminals. This will not only facilitate the retrieval of information and give access to information that is held elsewhere, but will also enhance the abilities of these centres to achieve their main objective, which is to provide a forum for continuous in-service training and upgrading of teachers.

DEVELOPMENT OF A TEACHERS' RESOURCE CENTRE NETWORK IN NAMIBIA AND COORDINATION WITH SCHOOL LIBRARIES.

by

Rory Douglas

SOME INTRODUCTORY COMMENTS

It is a real pleasure and privilege, though somewhat daunting, to be invited to address this gathering of information specialists this afternoon. Had I known at the time of the invitation, at what level this seminar was to be pitched, I suspect that I would have declined the offer. However, I have been most impressed at the quality and depth of expertise and dedication that has been evident here.

I would like to begin by quoting from an address delivered by the Honourable Minister of Education and Culture at the Lusaka Conference in September 1989, when he was still the SWAPO Secretary for Education and Culture.

"As the new nation is about to be born, expectations are high on the part of the downtrodden majority that their lot will be alleviated. It is imperative therefore that appropriate measures should be developed in order to nurture the new nation into a viable, stable and self-sustaining society. We believe that the agency of education could play a significant role in augmenting other socio-economic and political agencies in achieving this noble and vital goal."

The Honourable Minister further stated that:

"The democratisation of education requires the opening of the doors of learning to all. The issue of striking a reasonable balance between quantity and quality, especially in the situation of transition, will require an imaginative approach and creativity on the part of education policy makers, planners and administrators alike. Sharing of resources - financial, human and physical facilities - among geographical regions, language groups, racial and ethnic communities, will require a sense of responsibility, a spirit of give and take and indeed proper consultation and understanding within the society. The issue of content of curriculum is equally a problematic one.

Above all, the question of teacher supply, training and remuneration will by and large determine or influence all other issues such as access to and quality of education. Before we answer the basic educational questions, namely who and what to teach, we need to answer the fundamental question: who will do the teaching?"

It is in the light of these critical questions that this Ministry has launched forth on its voyage into the provision of education and the supply of information for all. It was the Minister himself, who was behind the ambitious plan to set up a network of teachers' resource centres around Namibia. He initiated the establishment of the 'Working Group' which produced the "Five Year Development Plan for Teacher Education" between May and September 1991 and the Project Implementation Unit, commonly referred to as the PIU, was his brain-child when the implementation of this plan was moving too slowly.

Mr Angula has proven that he has fully grasped the significance of his statement,"Who would do the teaching", by immediately setting about the problem of teacher training and re-training.

THE HISTORY

It seems logical to go back in time so as to sketch the backdrop against which the concept of teachers' centres (now known as Teachers' Resource Centres or TRC's) has developed.

I believe it is common knowledge that the first centres developed in Britain in the late 1960's and took root as a "grassroots" response from teachers who felt a need for a place to meet and benefit from the mutual exchange of ideas and experience. The concept flourished through the next two decades, and it is only in the 90's that their future survival in Britain is in question. This is largely the result of Conservative Party education policy over the last decade. Late last year during a visit to Britain it was distressing to note the pessimism among educators as to the future survival of teachers' centres in the educational climate that prevails in Britain today.

At this point, let me return our focus to Africa and more directly to Namibia.

It was in the mid-1970's that the first teachers' centre was established in Cape Town, South Africa. It was here that I was initially exposed to the concept and discovered the benefits of such an establishment. At that stage I had no idea that I would become involved with a network such as ours, thirteen years later.

In 1986, the then Department of National Education began to explore the idea of establishing some TC's in this country. Dr Daan Gresse had seen the concept operating within the Transvaal Education Department and decided it had merit here. The first centre was opened in Windhoek, in April 1987, in rented accommodation in the 'dead centre' of town, right next to the Windhoek Cemetery. Its initial difficulty to attract teachers had nothing to do with superstition, it was a logistic problem of lack of transport.

A year later, the Administration for Whites followed suite by establishing their own centre on the campus of the "whites only" training college. The Department of National Education advertised the post of head of centre in September 1987 and in April 1988 I was privileged to take up that position. During that year the DNE established a second centre in Tsumeb very close to the schools it administered.

In 1989 the DNE Windhoek centre translocated to Katutura to occupy its new premises, the abandoned 'bottlestore' in the old single-quarters compound in Katutura. It was renamed the Katutura Teachers' Centre. It is currently operating very successfully from these premises which it has occupied for four years.

During 1989 the first-ever purpose-built TC was established in Otjiwarongo at a cost of R800 000 and was officially opened in 1990.

After Independence the four existing centres began to be merged into a sort of network. However, the major disadvantage was that they were all in the, then declared, Windhoek Region. The previous deputy head of the Katutura TC had moved to Rundu during 1990 and unofficially started up her own centre, which later in 1991 was declared the official Regional TC for the Rundu Region by the Permanent Secretary.

All of this activity predated the decision by the Minister to establish the INSET Working Party. With the establishment of the PIU, a national network of TRC's began to be set up in earnest. It was at this point that I was seconded into the PIU.

THE CONCEPT

It is the firm conviction of this Ministry that for teacher training and support of any kind to be effective, affordable and maintainable it must operate as close to the ground as possible. A network of Teachers' Resource Centres spread throughout Namibia is believed to be the most viable and cost effective infrastructural design to ungird a sustainable INSET programme.

The following statement appears in the Five Year Development Plan rationale: "The Teacher In-service Training Programme could only be successful if the necessary infrastructure and logistical support is in place. There is, therefore, a need to identify the necessary support systems for the Teacher In-service Training Programme". The 'Working Group' readily acknowledged that the most logical support system was already partially in place in the form of the existing TRC network, and its effectiveness had been proven over a four year period.

It was as a result of this conviction that the 'blue-print' for an extendable and dynamic network of TRC's was included in the FYDP for Teacher Improvement during its compilation in the latter half of 1991.

As stated earlier, it was owing to the growing concern of the Minister himself over the tardiness with which the National Institute for Educational Development was taking off (he saw NIED as the executing body for the FYDP), that he initiated the setting up of the PIU. The PIU was given the responsibility of implementing the recommendations of the FYDP. It was also understood that the PIU would, in fact, become the Professional Resources Development wing of NIED and thus the PIU, per se, would gradually disappear.

THE MODEL

The model which was developed was the product of long periods of 'brain-storming'and a consultative process over a period of three to

four months in 1991. It seemed to be so logical when it was put on paper for the first time. Basically it took the form, at least initially, of a 'pyramid' in each region.

Starting at ground level it followed the premise that each region could be subdivided into a series of school clusters, varying in size from as few as 3 to 4 schools to as many as 10 to 12 in a cluster. The cluster-concept implies some sort of natural grouping of schools i.e. primary schools clustering around a secondary school or an already established small urban centre (eg. Grootfontein, Gobabis, etc.). These would be **Local Centres**.

Some larger centres were then considered to have the dynamic to emerge in the course of time into **District Centres**. This would be allowed to happen as naturally as possible so as to encourage local initiative and community support. The premise here being that a contrived network would not have the strength of one which had grown naturally out of local demand.

A different approach was taken regarding the establishment of **Regional TRC's** which were seen to be a more pressing need because of the demand for in-service training venues at regional level.

They were to be established as soon as possible, as the central town had already been identified in each region. There would be one based in each of the regions in the same urban centre as the Regional Office, or as near as possible to it.

By this stage the question will have presumably arisen in your mind as to the place of the school-based resource centre or room. The manner in which this would be handled is that the responsibility for these school-based centres would be the lot of the School Library Services. These centres have no direct involvement in the INSET programme and are for the exclusive use of the teachers and learners in a specific school.

Obviously the network would be incomplete without all four levels, although it was acknowledged that it could operate reasonably effectively without either or both of levels 2 and 3. This would

depend upon the individual constraints and characteristics within a particular region.

The one overriding consideration is to attempt to bring the INSET programme as close to the teacher in the classroom as possible.

A fifth level has not been referred to thus far. This is the NIED Resource Centre which will eventually be based with NIED in Okahandja, 70 kilometres north of Windhoek. It is anticipated that it is through this centre that much of the impetus and input generated by various divisions of NIED will be initially fed through the TRC Network and into the regions. On this score there are still many details to be worked out.

THE PROCESS

It is the intention of this Ministry to decentralise and democratise the educational process so as to empower people at every level.

As part of this process the Regional Offices, under their Directors, are being given more responsibility for the day
to day running of their own affairs, which includes among other things the formulating and administering of their budgets. The development of the TRC Network is therefore also an integral part of this capacity-building exercise.

Only the initial level of the training and the provision of support is centrally administered, while the major portion of the INSET programme, in terms of numbers of teachers reached and trained, is to be carried out at regional level through the delivery system of the Regional TRC Network, assisted by various subject specialists and facilitators.

The delivery system provides teachers with access, not only to the regionally planned INSET input, but also to on-going professional support, advice and interaction to prolong the "shelf-life" of the training they receive.

All of these efforts are guided by two principles which are encapsulated in a statement from the introduction to the section of the FYDP dealing with the network: "..the main point of reference

of any planning in the educational sector is the achievement of the goal of **a learner-centred education**, therefore any meaningful concept of Resource Centres must be guided by this goal, as well as by the requirement to utilise all resources already available, and those to be mobilised in the future, as **cost-effectively** as possible".

The principle of cost-effectiveness is constantly applied as it is the Ministry's intention to always re-utilise existing buildings as TRC's, wherever this is possible. The days of purpose-built centres have passed and from now on the practice will be to turn any available space into useable space.

THE PRESENT PICTURE

Currently three out of the six regions have fully operational Regional Centres, namely Windhoek (which has the dilemma of two centres), Rundu and Ondangwa (which is based on the campus of the College of Education at Ongwediva). Katima Regional TRC will come on line in April of this year and work will soon begin on the two remaining centres at Khorixas and Keetmanshoop. It is anticipated that these two will be operational by October 1993 at the latest.

Each region is expected to identify, in consultation with the PIU, further possible sites for local or cluster centres. Until now the Windhoek region has had a head-start on the other regions, but every effort is being made, in difficult economic conditions, to advance the other regions as fast as possible.

Many of the centres are presently only operating because of the excellent support from NGO's (particularly WUS-Denmark and SIDA) who have generously provided funds and others (US Peace Corps, WUS and Africa Groups of Sweden) who have provided volunteers.

There are currently 20 centres in existence in various stages of development. It very soon became apparent to the Ministry that it was essential to establish all the Regional Centres before any effective growth could occur at the other two levels. This has been the commitment of the Ministry for the last fifteen months.

THE INSIDE STORY

There is only time for a quick look into a typical centre.
A fully operational centre should have the capacity to offer a user access to:

* a basic resource library (printed)
* an audio/visual library (the two could be integrated)
* some professional guidance and assistance
* opportunities to interact with other teachers
* limited reprographic and computer facilities (photocopy/DTP)
* up to date information on educational issues(brochures,journals etc.). The atmosphere in these centres is warm and inviting, and the centres strive to remain "neutral ground" on which all educators meet each other on an equal footing.

THE PROSPECTS

There is the potential for at least 35 centres of varying sizes to be established around the country by 1997. This implies another 15 centres will have to be set up over the next 3 to 4 years.

As it is the intention of the Ministry to encourage these centres to eventually provide a wider community-based service to the public, other players in the field of education (and here I include the vital role of information services) will have to be drawn in more and more to provide for the ever-growing demand for knowledge and skills. The provision of trained teacher librarians will increase rapidly, in fact all the present centres require this kind of expertise right now.

Close liaison between the parties involved is paramount, if we are to develop multi-functional community-based centres to:

"provide input directly into the schools, serve the new curriculum, provide greater exposure to English and furnish each school and local community with access to technical assistance, library facilities, distance, literacy and adult education, and facilities for cultural activities".

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THE TRAINING OF LIBRARY AND INFORMATION PERSONNEL AT THE UNIVERSITY OF NAMIBIA : PRESENT STATE AND FUTURE PROSPECTS

by

Veronica Jacobs

BACKGROUND

The Department of Library and Information Science (now renamed to the Department of Information Studies) at the University of Namibia originated in 1985 as a department in the Faculty of Arts. At that stage students were guided through courses that originated at Unisa (University of South Africa) and moderated by them.

These courses were solely for school librarians as the bulk of students at the previous Academy were education students. There were no full time lecturers, thus lecturing and course development duties fell upon the shoulders of the practising librarians of the Academy library.

The first full time lecturer of the department, Prof A-J Tötemeyer arrived in 1987 and although she ran a one-person department, with as many as hundred-and-fifty students to lecture, proceeded enthusiastically to prepare new courses for general librarians in addition to the two school librarianship courses.

These plans however, were jeopardised by the then CPI (Central Personnel Institution) which since Independence has been replaced by the Public Service Commission. According to the CPI, there was no need for general training courses for librarians and information workers in Namibia. The profession was classified as a 'scarce profession' and the University instructed to first conduct a survey on the need for training for information services, before attempting to extend training courses.

Prof Tötemeyer thus launched the survey and proceeded to work on and refine the courses for school librarians. These courses consist of three years. As our students are all education students, some merely enrol for the first year course as a minor subject in their training package with no interest or intention to qualify as a school librarian/media teacher. Thus this course is an introductory course

covering Management Science, Information Science, Didactic Principles in the School Media Centre and Integration with the school programme and Readership.

They also do many practical exercises which include an introduction to classification and cataloguing. We feel that this first year course equips the student teacher with a good working knowledge of school librarianship in order to use whatever facilities he or she will find in the school, be able to help learners to become information orientated or even to work towards improving these facilities as part of the library committee. This teacher could serve as an assistant to the school librarian/media teacher. Many teachers like to have this extra skill to offer to the headmaster as part of extracurricular duties. Teachers who have passed the first year course in school librarianship are not deemed qualified school librarians/media teachers, although we have found that because of the enormous shortage of qualified information workers in Namibia, they are often expected by many school principals to manage the school library. Not many students proceed to the second year course as this is a much more intensive course, time table clashes make it difficult, sometimes impossible, and also the fact that the department selects students from the first year course, as we can only take a number of twenty-five students for the second year because of logistics like cramped processing space, only twenty-five volumes of the abridged DDC, etc. We are in the process of buying sets of DDC 20 to build up stock for the new courses we envisage.

It must also be pointed out that at the University of Namibia, the students' backgrounds differ hugely as far as information skills are concerned. Some of the more privileged students have been exposed to one of the excellent sixty-three school media centres in our country and to some teaching of Basic Information Science or Book Education as it was formerly called, but the majority have never been inside a library. Terms such as author, spine of the book, periodical etc. are completely unheard of by them.

Another great difficulty our students face, is a language/ communication problem as the great majority can only communicate and/or write well in one of our Namibian languages - Nama/Damara, Herero, Kwanyama, Kwangali, Lozi, Mbukushu, San, Tswana, Ndonga, Gciruku and Afrikaans. The transfer to English, our official

language, is a slow and difficult process, especially for a learner who finds himself a student of a tertiary institution.
The second year course is much more intensive (as much as a year will allow). We teach students through many practical sessions, to classify according to the Abridged Dewey Decimal Classification, which is used in school libraries, as well as cataloguing with the Anglo-American Cataloguing Rules, 2nd edition.
They also learn processing and cover the following theoretical aspects:

* The development of libraries with special emphasis on school libraries and resource centres.
* Information Science
* School resource centre and media management
* Educational readership.

It is very difficult to send our students out for field work in school libraries because of the extremely poor infrastructure of school libraries and lack of qualified media teachers/teacher librarians. We therefore are forced to let them gain experience in any library, as long as they can be supervised by professional staff.

We nevertheless, find that our students who completed the second year, have no difficulty in finding employment even if it is not in a school library/media centre as these facilities are few and far between. We make a point to teach our students to be prepared to land in an environment where they will have to cope with a very poor information infrastructure and will have to make use of the environment, the village experts, etc. to get information. They are also taught to gather, evaluate and present their own information records and teach their learners to do this, and so play an active part in information generation, thus, stocking their school resource centres with information or even start new resource centres where there had been nothing of the kind before.

Education students also follow a third year course called Teaching Methodology and Micro-teaching which teaches them to be a practising teacher in their major subject. The Department of Information Studies handles this course for our subject School Librarianship, on behalf of the Faculty of Education. These teachers are thereby trained to offer the compulsory school subject, Basic

Information Science in Namibian schools. This subject became compulsory for Grades 8-10 in 1992 and will become compulsory for Grades 4-7 in 1994.

Furthermore, because of the major difficulties first year students at tertiary institutions in our country face due to a poor educational background, the senate of the former University of Namibia/Academy decided to introduce a course to help these students. This is a compulsory subject for all education students, called CASE - Communication and Study skills in English. Our department is responsible for a component of this course called Information Skills, through which we aim to produce students that are information literate, and at home in well developed libraries and information centres. We also train them in basic skills such as writing scientific assignments, etc. We train more than 200 students for one hour per week for a whole year, per year.

I may just add here that the university library also has an intensive orientation period at the beginning of the academic year to help acquaint students with the use of the university library.

The Department also manages and moderates the Distance Education facility of our first year course in School Library Science. There is also close cooperation with in-service training in our profession. We have offered two AACR2 cataloguing courses and a thesauri construction and indexing course sponsored by the DSE, taught by Prof Wilfred Lancaster of the University of Illinois, Urbana-Champain last year.

FUTURE PROSPECTS FOR TRAINING OF INFORMATION WORKERS AT THE UNIVERSITY OF NAMIBIA

Extensive research has just about been completed by the Department Information Studies, this at the request of the Central Personnel Institution of the former government and the Senate of the former Academy/University of Namibia. This research was registered as a research project of the former Bureau for Research at the Academy and in all of the five reports now completed, many respondents have asked for training opportunities in various fields and levels of information work.

These needs can be shortly summarised as follows:

* A one year certificate for para-professional workers;
* A two or a three year diploma for semi-professional workers;
* A four year degree for professional workers;
* Post-graduate qualifications (diploma, masters and doctorate).

Fields, amongst others, that were mentioned were public and community librarianship, special librarianship and records management. Studies on a part-time level and through distance teaching are in great demand as there are many workers already in the field in jobs that need training and who cannot afford to study full time or do not want to leave their families.

We also had a visit from the Public Service Commission with requests for one or two year courses to train semi-professional information workers.

In the past, bursaries were plentiful and many students went to study elsewhere in Southern Africa but at present this is not the case and the University of Namibia is experiencing a tremendous inflow of students. Student numbers in most faculties are up by at least 20%. As far as the first year course in School Library Science is concerned, our student numbers for 1992 were fifty-eight. This number has increased to seventy-five in 1993. In the second year course in School Library Science, numbers have doubled from eight to seventeen.

The Department of Information Studies is at present still situated in the Faculty of Arts. As far as planning for the future is concerned, this will probably not change. The proposed name change from the Department of Library and Information Science to the Department of Information Studies has been well received by our planners. We hope to present two major subjects for an eventual four year Bachelors degree in Information Studies. Our subject will be accommodated in an ordinary Bachelor's programme as well as in a B.Inf. (Baccalaureus Informationis) degree. We hope to address the need to train semi-professional information workers for a certificate and diploma within the four year course. This course will have to comply with core curriculum requirements i.e. the first trimester would incorporate the present foundation courses as a bridging

facility to help our students cope. The highlights of the full program can be summarized as follows:

* School Library Science A and B will be changed to School Library Science 1 and 2 and will be expanded to School Library Science 3 (including Teaching Methods and Micro-teaching).

* Institution of the subject courses Information Studies I, II and III, as part of any bachelors degree in any faculty

* Institution of the B.Inf. degree which would include Information Studies I, II and III and Applied Information Studies I, II, III and IV. The latter course will make provision for various fields of specialisation such as community librarianship, school librarianship, archival science and records management. The specialised knowledge of part-time lecturers from these fields will be utilised.

* Institution of a para-professional Certificate and semi-professional Diploma in Information Studies.

* Institution of a post-graduate Diploma in Information Studies.

* Institution of a specialist Diploma in School Library Science.

* Institution of master's and doctoral degrees in Information Studies.

Although planning has gone on for quite a while, it must be stressed that these proposals must still be ratified by University management and the professionals in the country, although various faculties as well as the Faculty of Arts have approved them in principle.

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THE TRAINING OF RESOURCE TEACHERS/SCHOOL LIBRARIANS AT TEACHER TRAINING COLLEGES IN NAMIBIA: PRESENT STATE AND FUTURE PROSPECTS

by

Gudrun Reimers

USER-DIRECTED TRAINING COURSES

The topic given does not make a difference between library and information personnel serving predominantly adults and resource teachers at schools, serving mostly children. One should, however, concede that the central content of a course will be influenced by the user-group to be catered for.

Resource teachers are basically trained as teachers and are therefore equipped with systematic knowledge in education and all related educational disciplines. They are: educational theory, practical teaching, philosophies of education, child psychology, cognitive development theories, learning theories as well as different content areas. All components of teacher training should form an organic whole and be related directly to the assistance and accompaniment of children on their passage to adulthood.

Intellectual growth is but one area of development, besides emotional, social, physical, aesthetic, creative, moral and spiritual growth of a child. All activities at school should constantly be examined whether they directly contribute to and promote the empowerment of the learner.

SUPPORTIVE OF THE GENERAL EDUCATIONAL AIMS

A school library or a resource centre should be fully supportive of the aims of a high quality basic education as envisaged for every child in Namibia. The stock of a resource centre should in a meaningful way support and enrich the whole school curriculum.

Learners should have knowledge about how a resource centre functions, how it can be used, how various reference source can be tapped for information and how information can be processed and presented. It is surely not sufficient just to make information available, but the

interaction with the information by means of specific information skills will make the difference.

Information is packaged in a variety of formats or media, each allowing some learning processes. No medium can trigger all learning modes. By way of illustration: information on seafaring would be found in various reference sources, atlases or maps, non-fiction, magazine articles, radio talks, television programmes, pictures, slide series, film or video, diaries, shanties, songs, operas, ballets, sound recordings, shipping lists, travel bureaux, novels, poems, musea and other forms. Each time particular learning opportunities emerge from the medium in which the information is presented.

Learners should become acquainted with the various media and develop the appropriate skills necessary to get access to the information. Techniques should be practised how to acquire information from the various media, structure the information gleaned and present it in one way or another.

Renzulli (Reis, 1992:32) states that every field of knowledge is characterised, in part, by certain kinds of data. Every field of knowledge is also defined, in part, by its particular methodologies. Learners have to acquire these subject-related skills in order to process information in an appropriate way. Planning for such learning opportunities should be done in close cooperation between the resource teacher and the subject teachers. In this respect the resource teacher might act as an advisor to the colleagues at school, who might neither be aware of materials available nor feel competent to engage in research activities with learners, because they are unaware of specific learning opportunities and information available.

Finally it is important to realise that education requires personal involvement and personal relationship with the learners. Any teacher will have to know the abilities of each child and be sensitive to her/his needs. Only then will the teacher be able to treat a child as an individual. In no other library will the interpersonal contact between librarian and users be so intimate as in a school library.

IMPROVISATION AND FLEXIBILITY

Since Namibian schools to a large extent lack resources, especially in the field of the library, but also in respect of teaching aids, future resource teachers will have to develop flexibility in the use and even production of resources. A bookcase with about 250 titles in its core collection could have a tremendous impact, provided the resource teacher knows exactly how to use each and every book fully. In such a way limited resources could be used to optimal advantage.

Where no resources are available, the surrounding information sphere of the community could be tapped: elders, storytellers, various information offices, experts, the mass media. Once again students should acquire all the relevant information techniques, like interviewing skills and critical viewing skill. Starting to collect valuable information from the community, is another way of extending the information sphere of a school.

Cooperation with resource centres of other schools, teacher resource centres or public libraries would also augment the information environment of a school. The quantity of information resources is not so decisive, but the extent to which learners are made to interact with these resources, in other words the educational "fireworks", which should be carefully planned, are essential.

Future resource teachers therefore, need training towards flexibility, ingenuity and improvisation, as well as a variety of methodologies. They should also be empowered to guide learners to become information users in a multi-media environment, using each medium aptly and in a complementary fashion to cover the many facets of an information environment.

Reading a storybook is surely a good achievement, but are all resource teachers aware of the power of fiction in the educational moulding of a child? The so-called "information" contained in storybooks touches the area of emotions, sensory awareness, attitudes, aesthetic and creative aspects, personality aspects, behaviour as well as various thinking levels and styles. Fantasy is in any case, a prerequisite for thinking abilities (Glazer, 1986:50). By being fully trained in the various approaches (and there are indeed many) how to present literature and make stories and poems

come alive, even a small number of storybook titles can be applied in an astonishing manner. Such approaches will emotionally and intellectually enrich each learner.

In respect of audiovisual media, it is essential for learners to know how to handle them technically. But each medium requires specific skills which learners should acquire in a systematic way, according to her/his age.

Learners need to develop visual literacy when really wanting to get the most out of pictures. Visual literacy for watching a film, include other components, like interpretation and comprehension skills as well as viewing skills of a higher order, since the pictures are in motion. Mass media are another source of information, but learners should acquire a discriminate user attitude. Not everything written in a newspaper corresponds with the truth, and television programmes often make use of captivating ploys and direct themselves to the emotions of a user. All mass media contain a lot of opinions on facts.

Learners need a lot of guidance and opportunities to practice the use of information coming from various sources in order to become mature information users in a multi-media information society.

THE NEWLY IMPLEMENTED BETD COURSE

The new Basic Education Teacher Diploma was structured to suit Namibian needs. Different from previous teacher training programmes, BETD places a great emphasis on the development of reflective thinking in teaching. Reflective thinking includes critical thinking, problem solving, inquiry training, divergent thinking, awareness development, evaluative thinking and productive thinking (Broad Curriculum, 1992:5). The mere synthesis of some articles and encyclopaedia references, as is often done in written assignments, is still a reproductive way of processing information, but not much of productive information processing.

In the BETD course all subjects will acquaint their students with reference works, subject literature, subject periodicals and available audiovisual materials and their use in that subject area (Subject Area Curriculum, 1992:21). This is also an improvement on

previous training programmes where the initiative for the use of resources was mostly left to the library science department.

As the school curricula in the junior classes are stepping stones towards an externally set final school examination e.g. IGCSE, which requires genuine research projects and a lot of independent work from the learners, it is only logical that information processing skills should be started to be developed from the lowest grades, gradually increasing its level of advancement and finally including high-level thinking and feeling processes.

TRAINING AT PRESENT AND IN FUTURE

At present a training course in school librarianship, as a possible major subject in a four-year teaching diploma (see Table 1) is unfortunately phased out without any substitute in the three-year BETD course (see Table 2). An additional fourth-year specialisation course in school librarianship has been proposed, but no final decisions have been taken on it yet (see Table 3).

When developing a training course for one year it is never easy to decide what content areas and at what depth, should be included in the course and what should be left out because any course functions within the constraints of time. The more content areas are crammed into a course, the more depth is sacrificed. To avoid a kind of superficial training in many content areas, essential and basic courses could be made compulsory and be combined with a number of optional modular courses within the whole course. Such modular courses, with their methodologies included, could be Oral Literature, Media Science, Visual Literacy, Computer Literacy within a library, or Project Work. When all these themes would be included without options, students might get only a very limited background on each one of them and where skills have to be acquired and practised, there might not be sufficient time for that.

In conclusion one can say that training in school librarianship has a very noticeable educational slant. Therefore any course in school librarianship of necessity will have to include methodology in an integrated way. Namibian schools still need hundreds of well-trained resource teachers.

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TABLE 1: FULL-TIME COURSES FOR A FOUR-YEAR HIGHER TEACHING DIPLOMA IN WHICH MEDIA CENTRE SCIENCE COULD BE ONE OF TWO MAJOR SUBJECTS OR AN INTERMEDIATE SUBJECT UP TO SECOND-YEAR LEVEL

1992*	First year level	Educational subjects and other subjects	Media Centre Science I
1993	2nd year level	Educational subjects and other subjects	MCS II
1994	3rd year level	Educational subjects and other subjects	MCS III
1995°	4th year level	Educational subjects and other subjects	MCS IV

* Due to the introduction of the BETD teacher training programme in 1992, no new students were taken in on the programme which started in 1978 and has been offered until the present.

° In 1995 this programme will phase out.

TABLE 2: PART-TIME DISTANT COURSES TOWARDS A RECOGNISED THREE-YEAR TEACHING DIPLOMA WITHIN THE FORMAL UPGRADING PROGRAMME OF TEACHERS FROM CATEGORY A/B TO C

1993	Educational subjects and other subjects	Media Centre Science
1994	Educational subjects and other subjects	Media Centre Science
1995+	Educational subjects and other subjects	Media Centre Science

\+ Pending the decision of the Ministry of Education.

TABLE 3: FULL-TIME BETD COURSES FOR A 3-YEAR DIPLOMA IN TEACHING

1993	Educational subjects and other subjects - First year level	Library skills across the curriculum
1994	Educational subjects and other subjects - Second year level	Library skills across the curriculum
1995	Educational subjects and other subjects - Third year level	Library skills across the curriculum

1996?	Fourth year level: a specialisation course in Media Centre Science

FINDINGS AND RECOMMENDATIONS OF THE UNIVERSITY OF NAMIBIA DEPARTMENT OF INFORMATION STUDIES RESEARCH REPORTS ON SCHOOL, PUBLIC, GOVERNMENT, PARASTATAL PRIVATE AND TRAINING INSTITUTION LIBRARIES AND INFORMATION SERVICES IN NAMIBIA

by

Andree-Jeanne Tötemeyer

1. THE RESEARCH INTO NAMIBIAN LIBRARIES AND INFORMATION SERVICES

This paper is a summary of the main findings and recommendations of five separate research reports dealing with "The state of library and information services in Namibia and the need for training for library and information services". The research was undertaken by the Department of Information Studies of the University of Namibia upon request of the government and launched during 1989. The reports have been released at regular intervals since 1990. A sixth report on museums to appear during 1993, is being prepared.

2. RESPONDENTS

The research methodology was a comprehensive survey of all information services in the country by means of a postal questionnaire, in loco inspections and telephone interviews. There were six separate questionnaires, namely for the following types of services:

Type of information service	Response rate
school libraries	72,5% (of schools with a book collection)
public libraries	96,3%
government information services and archives	86,7%
private and parastatal information services and archives	91,7%
tertiary and pretertiary training institution libraries	100%

3. SCHOOL LIBRARIES

3.1 Findings

During the time of the survey there were 1 153 schools in Namibia. (We now have close to 1300 schools).

3.1.1 Schools with libraries

The survey of Namibian school libraries which was released in August 1990, a few months after Independence, showed that only 23% of all Namibian schools kept a book collection of some sort. Under "book collection" was understood anything ranging from fully equipped media centres to traditional school libraries with mainly printed sources, to book collections in staff-rooms, store-rooms, passages, to book-nooks in classrooms.

More than 77% of Namibia's 1 153 schools were without any library facilities or even book collections. There were practically no school libraries in the far north i.e. in Owambo, Kavango and Caprivi where 71% of all schools are situated.

(See statistics on Namibian school library book stock in: Tötemeyer, "Namibia: information policy issues and the state of information services for the nation" in this issue).

3.1.2 Physical facilities

Only 8,5% of Namibian schools had a central library room, of which only about half had a floor area of more than 40m2. The average internationally recommended floor area for a school library is 276 m2 (Withers, 1974:355). Of the few central library rooms, the majority were in former white schools.

Often these library rooms were partly or even wholly used for purposes other than library related matters. Ethnic authorities in some cases supplied a library room but no stock to put into it or staff to manage it. An empty room without stock is no library and therefore it is not surprising if it is then used for other purposes.

Some school libraries were totally devoid of furniture, many had no electrical plugs and some schools such as the so-called "tree schools" in the north, had no electricity at all. Such schools obviously are not in a position to use audiovisual media as required by modern education.

The survey clearly showed that the physical planning of school libraries in most of the former ethnic authorities was either non-existent, or haphazard and inconsistent.

3.1.3 Teacher-librarians

Only 4,6% of Namibian schools had a full-time teacher in the library. These teacher-librarians were appointed mainly in former white schools. In some schools "nobody" was responsible for the library, not even part-time or after hours. Some school principals were not keen to "waste" staff on the library.

3.1.4 Training

The research established that the present training in school librarianship offered by the University of Namibia and the Windhoek College of Education is fulfilling a great need and should be continued and even expanded. There is however, a problem in that up to 80% of the trained school librarians in the country are not used for the establishment and/or management of the school library but solely for teaching other subjects in the school.

3.2 Recommendations

Detailed recommendations were made as regards the maintenance of present school media centres, the expansion of traditional school libraries into resource or media centres, the stocking and staffing of present empty school library facilities, the interim provision of modular book units to classrooms in deprived schools and the ultimate provision of a centralised resource centre in every school.

Minimum standards to be phased in over ten years as regards stock as well as recommendations on services, organisation, media user education, staffing and facilities are also offered.

3.3 The state of Namibian school libraries today

As has been mentioned, the 11 ethnic education authorities no longer exist, and all schools fall under one Ministry of Education and Culture and are open to all races and ethnicities.

Unfortunately the present educational crisis has however, forced the government to devote the limited education budget almost wholly to the building of classrooms and other urgent facilities, the provision of textbooks and the upgrading of teachers. No new school libraries or resource centres have been established since Independence by government. With the help of foreign and local aid, some deprived

schools have been equipped with modular book units for class rooms and one or two resource centres have been established in schools.

One very positive development however, is the introduction of a new school subject, called Basic Information Science, which has replaced the outdated subject called Book Education or Media User Education, offered in schools of some ethnic education authorities before Independence. The subject content is unique in the sense that the existence of at least a school library or a book collection of some sort in a school is no prerequisite to teach the subject. The first five modules of the 15 module syllabus, are specially tailored to schools without libraries and acquaint pupils with the information phenomenon per se as it appears in the environment, in the heads of elders, community leaders and other experts and in the mass media. This subject has been made compulsory for Grades 8 to 11 since January 1991 and a curriculum committee has been set up to draft syllabi for the subject for Grades 4 (Std 2) to 7 (Std 5) for implementation early in 1994. In-service training of teachers who are offering the subject Basic Information Science, has been taking place during the last 2 years and is still in progress.

4. PUBLIC LIBRARIES

4.1 Findings

The research established that public libraries are unevenly distributed in the country, the far North where the majority of the Namibian nation lives, being the most deprived area.

At the time of the survey there were 27 public libraries in Namibia of which 23 were government funded and four were private.

4.1.1 Registered public library members

Only 1,8% of the total Namibian population are registered members of a public library. This figure is unacceptably low by any standards. The estimated average proportion of population expected to become registered public library members in six countries is 27% (Withers, 1974:143). Such high expectations are quite obviously directly linked with an adequate public library network throughout a country as well as a high literacy rate.

4.1.2 Collection development

The present policy of buying only single copies of all titles for every public library, is having a detrimental effect on the provision of a quantitatively adequate Afrikaans bookstock in many libraries e.g. in the Windhoek public library only 6,3% of the total bookstock is Afrikaans adult fiction.

The almost total absence of books in Namibian (African) languages in public libraries is unfortunate. Since public libraries in the past were serving mainly or only whites, little efforts were made to acquire such books. Local publishers may have been stimulated to publish more books in Namibian (African) languages if the situation had been otherwise.

4.1.3 Size of the stock and number of library books per person

In 1989 there were 362 866 books in Namibian public libraries which divided by an estimated Namibian population in 1989 of 1 340 231, renders the average of 0,27 books per person i.e. less than one third of a library book per person. The average recommended number of books per person for a public library serving a specific community in 18 countries of the world is two (Withers, 1974:134-138).

As far as periodicals are concerned, the absolute minimum recommended number of titles is 1 title for every 250 inhabitants (Withers, 1974:139-140). According to this yardstick, there should be 2 265 periodical titles for the 27 public libraries in Namibia in stead of 355 which is only 15,6% of what it should be.

There are almost no audio-visual media in Namibian public libraries. The potential of audio-visual media to inform particularly illiterates and semi-literates is not being exploited.

Since the beginning of 1991 the Public Library Service is providing literature mainly in English to support informal and non-formal education and books to promote the reading proficiency of the semi-literate. This is an encouraging development.

4.1.4 Facilities

According to the most modest of international standards, 76,9% of all Namibian public libraries are far too small, while only 43% of the minimum recommended number of seats are available (Withers, 1974:35).

4.1.5 Staffing

Only 44,7% of the minimum recommended staff needs for public libraries are being met. Only 16,7% of staff have paraprofessional or professional training in librarianship in stead of a recommended minimum of 33% of staff (Withers, 1974:146). There are many deficiencies in the salary structure and the acknowledgement of training and experience of public library workers.

4.1.6 Training to be offered by the University of Namibia

Respondents gave first priority to a one year certificate course in information studies after the senior certificate, and second priority to a four year B.Inf. degree. There was a great preference for distance training.

4.2 Recommendations

Various recommendations have been made concerning the minimum recommended number of books and other stock, language medium of stock, services, floor size, seating, opening hours, organization of the stock, staffing, training and salaries.

The main recommendation however, concerns the establishment of a national community library network within 10 years, based on the 13 regions as delineated in the Regional Council Act and the Local Authorities Act.

Special efforts were made to propose the use of existing buildings to their optimum. During phase one (5 years), 13 regional community libraries are to be established but only 5 new buildings need to be erected while some existing public libraries need to be expanded.

During phase two (5 years), 80 community libraries need to be established of which 57 can be school-community libraries which can be set up in any suitable school in the area. Only 7 new community library buildings need to be erected, while the rest can function in existing public library buildings.

5. GOVERNMENT LIBRARIES

5.1 Findings

For the purposes of the survey, the Estorff Reference Library and the National Archives were included with the libraries of government departments. There were 15 services at the time:

National Agricultural Information Centre
Estorff Reference Library
Public Service Commission Library
Geological Survey Library
Information & Broadcasting National Information Centre
Library of Parliament
National Archives
Education Library
Health & Social Services Library
Fisheries and Marine Resources Library (Swakopmund)
State Museum Library
Supreme & High Court Libraries
Water Affairs Library
Ministry of Justice Library (did not participate in the survey)
Ministry of Works, Transport and Communication Library (did not take part in the survey).

5.1.1 Stock and services

All services are open for more than 30 hours per week but not all services issue out materials. There were 97 278 books and 1 395 current periodical titles in responding government libraries and archives at the time of the survey.

The largest collection is housed in the Estorff Reference Library with 39 890 books and 300 current periodicals.

Most of the other collections are small. Excluding the Estorff collection, there is an average 4 782 books in Namibian government information services.

Apart from a limited number of books and current periodicals, the National Archives has a vast collection of documents covering 6 000 metres of shelving.

Some of the services deal with thousands of information requests per annum, also by means of telecommunications. Most services take part in the inter-library loan system.

5.1.2 Computerisation

Computerisation has progressed considerably over the last number of years. In October 1991, 61,5% of the services had at least one PC with a printer and some active services are venturing into participation in international bibliographic networking.

The Government Library Service is busy with the training of staff in order to create a common computerised catalogue of the total stock in the service.

Most services contribute to the two databases, Periodicals in Southern African Libraries (PISAL) and Joint Catalogue of Monographs in Southern African Libraries (JC) through the SABINET terminal at Estorff.

5.1.3 Accommodation

The two services with the largest floor areas are the National Archives (2 000m2) and the Estorff Library (493m2).

More than half of the services have a floor area of less than 100m2 some of which operate in extremely cramped quarters of less than 40m2. Two services offer no seating to users and three offer less than five seats each.

5.1.4 Organisation of the stock

Most libraries attempt to catalogue all their books according to the Anglo-American Cataloguing Rules but large backlogs of uncatalogued books and other materials have accumulated over the years in many libraries owing to the lack of trained staff.

Subject cataloguing and indexing is a problem area since the untrained staff in many libraries find the use of thesauri or the adaptation of thesauri to local needs difficult to grasp with the result that important and useful information in almost 1 400 periodicals stays largely hidden.

5.1.5 Staffing

There were only 34 information workers appointed in government libraries and archives. Almost 40% of the services had only one staff member of whom some had only Standard 10 or Standard 8. Almost 40% of the services had only two staff members. According to international standards, every special library should have at least one professional staff member, who should have knowledge of the subject fields of the organization. For every 50 persons served, there should be one staff member (Withers, 1974:110). This would mean that e.g. the National Archives would need 16 staff members instead of the existing 7, and the National Agricultural Information Centre would need 7½ staff members instead of the existing two.

5.1.6 Salaries

The same deficient salary structure as applies to personnel in public libraries, also applies to information personnel in government information services. These deficiencies have also in the government information services led to many resignations and vacant posts. This again result in large cataloguing backlogs contributing to irretrievable information materials, under-utilization of available technology and generally a poor image of the information profession.

5.1.7 Professional qualifications and need for training

Less than 30% of staff have professional or semi-professional qualifications but 85% of the information services undertake or participate in in-service training. Of the employees 58% are also interested in training at the University of Namibia.

The training mode preferred is part-time, training on a semester basis (one semester studies/one semester work) and partial distance teaching.

It will be necessary to institute both pregraduate certificates and diplomas as well as post graduate courses together with short courses from time to time, at the University of Namibia.

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6. LIBRARIES OF TERTIARY AND PRETERTIARY TRAINING INSTITUTIONS

6.1 Findings

There were 14 operating training institution libraries in Namibia in 1992 consisting of the University of Namibia libraries, three teacher training college libraries, two theological seminaries, an agricultural college, the Windhoek Conservatoire library and two private training institution libraries. Institutions excluded from the survey were three government-funded training institutions which have defunct libraries as well as another five private training institutions who either do not have libraries or who do not offer training leading to formal certification.

6.1.1 Size of the stock

There is a total of 91 325 books in the 14 training institution libraries which renders only 9,5 books per student. The average international standard for university collections is 75 volumes per student but for small institutions, 130 books per student are recommended (Withers, 1974:64).

The total number of periodicals subscribed to are 989 titles for all responding libraries serving training institutions with an overall total of 9 585 students, in stead of an internationally recommended total of 5 500 periodical titles for that number of students (Withers, 1974:39).

6.1.2 Nature of the stock

The majority of the institution libraries support training and not research and the most popular subjects represent education and mainly school subjects. There are very few materials which are suitable for advanced research.

6.1.3 Opening hours

The majority of the libraries are not open during lunch times, after office hours or during weekends, with the University of Namibia libraries being one of the few exceptions in most cases.

6.1.4 Services

The majority of the libraries do not offer inter library loan or current awareness services. Not all offer reserve facilities and the booking of sources out on loan. Although more than half of the responding libraries have access to fax facilities, only two libraries have access to SABINET. When questioned, six of the respondents replied that "no need exists for such services".

6.1.5 Physical facilities

At only 0,6m² per student in stead of 1,50m2 per student (Withers, 1974:42), floor areas need to be between twice up to ten times their present size. Two new colleges of education with libraries of 880m2 each to ultimately cater for up to 500 students each at Rundu and Katima Mulilo are however, in the planning stage. The University of Namibia is also planning a new library building on the new campus which may however, not materialise before the turn of the century.

Seating in the present university library is extremely inadequate. It needs eight times more seats for the student body served. The average for the country is one seat for every 20 students in stead of one seat for every 8 students.

6.1.6 Organisation of information sources

Most services classify and catalogue their books but not many do this in respect of non-book and audiovisual materials. Indexing of articles in periodical literature is also very unsatisfactory and only two respondents subscribe to commercially available periodical indexes. Three services have no up to date catalogue, and the majority do not adhere to internationally accepted cataloguing rules, while five were using non-standard circulation control systems. Five services have implemented a measure of computerisation but only the university library has more or less computerised all subsystems.

6.1.7 Staff

Namibian training institution libraries are grossly understaffed. There should be more than double the present number of professional and particularly semi-professional staff. The qualified staff are unequally distributed over the country with 71% of the services without any professional and/or semi-professional staff.

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Only 24% and 9% of all library staff have professional or semi-professional qualifications respectively.

6.1.8 Training required

There is some interest for post-graduate training in information studies as well as pregraduate and short courses. The part-time and distance training modes are favoured most.

6.1.9 Information needs, use and behaviour of academics

The majority of academics are dissatisfied with the library services of their institutions. They are forced to buy many information materials out of their own pockets and also lend these to students and colleagues bearing many losses as a consequence. A total of R135 000 is annually spent on information materials in this way. Advanced research and information gathering generally have to be conducted in South African or European libraries, during the recess or sabbatical leave periods.

6.2 Recommendations

Various recommendations have been made as regards library stock, services, facilities, organisation of information, staffing, and the achievement of parity as regards the salaries of library staff at training institution and public and private sector libraries.

7. PRIVATE AND Parastatal INFORMATION SERVICES

7.1 Findings

The survey revealed that 60% of the larger organisations and firms in Windhoek do not have centralised information services. There were 24 functioning information services of private and parastatal organisations in Namibia in 1992 of whom 22 participated in the survey. Of the respondents, five are church archives, six are parastatal development or information agencies, two are information centres of foreign governments, three are private development agencies, four are research centres, one is a documentation unit and one serves a newspaper (Table 7A).

One of the most important private libraries in Namibia is the Sam Cohen library in Swakopmund containing a stock of 6 000 books and many microform titles, manuscripts, maps, slides, photographs, and other audio-visual materials as well as bound volumes of periodicals.

It also contains several special collections of historical value. This library declined to participate in the survey.

Another four private libraries of development agencies were excluded since they were disorganised or still busy setting up libraries at the time of the survey.

TABLE 7A

RESPONDING INFORMATION CENTRES/ARCHIVES IN PRIVATE AND PARASTATAL ORGANISATIONS

NAME OF INSTITUTION	POSTAL ADDRESS	TELEPHONE NO
American Cultural Centre	P O Box 5750 WINDHOEK	061 - 229801
Auala Elcin (Evangelical Lutheran Church in Namibia) Archives	P/Bag 2018 ONDANGWA	06756-40241/ 40472
Bricks (Community Project) Resource Centre	P O Box 20642 WINDHOEK	061-62726
British Council Resource Centre	P O Box 24224 WINDHOEK	061-226776
CASS (Centre for Applied Social Sciences) Documentation Unit	P O Box 30822 WINDHOEK	061-229977
DELK (Deutsche Evangelische Lutherische Kirche/German Luthern Church in Namibia) Archives	P O Box 233 WINDHOEK	061-224294
ELC (Evangelical Lutheran Church (Archives)	P O Box 5069 WINDHOEK	061-224531/ 2/3
ENOK/FNDC (First National Development Corporation) Information Centre	P/Bag 13252 WINDHOEK	061-306911
IMLT (Institute for Management & Leadership Training) Information Centre	P O Box 22524 WINDHOEK	061-37353
Law Society of Namibia Library	P O Box 937 WINDHOEK	061-33171
Namibia Scientific Society Library	P O Box 67 WINDHOEK	061-225372

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Namibian Arts Association Music & Art Library	P O Box 994 WINDHOEK	061-31160
NASBOUKOR/NBIC (Namibian Housing Enterprise) Information Centre	P O Box 20192 WINDHOEK	061-37224 x 268
NBC (Namibian Broadcasting Corporation) Discotheque and Phonotheque	P O Box 321 WINDHOEK	061-291911
NBC (Namibian Broadcasting Corporation) Information Centre & News Archives	P O Box 321 WINDHOEK	061-291911
NEPRU (Namibian Economic Policy Research Unit) Library	P O Box 40219 Ausspannplatz WINDHOEK	061-228284
NG Kerk in Namibië Argief (Dutch Reformed Church Archives)	P O Box 389 WINDHOEK	061-34866/ 225073
Private Sector Foundation Library	P O Box 2217 WINDHOEK	061-37370
Republikein Library (Newspaper)	P O Box 3345 WINDHOEK	061-33111
Roman Catholic Mission Döbra Library (Rev. Father Provincial of the Oblate Fathers - OMI)	P O Box 2149 WINDHOEK	061-64394/ 64545
SWAWEK (Water and Electricity Corporation) Library	P O Box 2864 WINDHOEK	061-31830
Transnamib Library	P/Bag 13204 WINDHOEK	061-2982236

PS: Two libraries which did not take part in the survey are the Sam Cohen Library in Swakopmund and the DERU Desert Ecological Research Unit library in Gobabeb in the Namib-Naukluft Park.

7.1.1 Size and nature of the stock

There are 44 687 monographs in the 22 responding information centres with an average of 2 031 monographs per centre. This is however, a misleading figure since the majority of the centres have less than 1 000 monographs.

Some centres however, specialise in audio-visual sources such as phonorecords, sound cassettes, compact discs, slides, video cassettes, microfiches, photographs, etc.

Other printed sources kept are bound newspapers, pamphlets, cuttings and archival materials including Africana and Namibiana.

7.1.2 Physical facilities and equipment

On average there is a floor area of 37m2 and 7 seats available per service. Three services function in extremely cramped quarters with a floor space of only 10 square metres (m2) and smaller, with no seats for users.

As far as equipment such as microfilm/fiche readers, fax facilities, PC's with printers etc. is concerned, some churches and private organisations are rather badly equipped, while parastatal organisations and the information centres connected to foreign embassies are the best equipped with appropriate hardware.

7.1.3 Organisation of information sources

Not all information materials in all private and parastatal information centres are catalogued and classified and the indexing of articles in periodicals, press cuttings, chapters in books, cuts on sound recordings is particularly unsatisfactory. The result of this is that large quantities of information materials are irretrievable and remain hidden.

There is very little uniformity as regards classification and cataloguing systems. Almost half of the services have developed their own makeshift, unorthodox classification systems and use non-standard cataloguing methods.

7.1.4 Computerisation

There is some interest in computerised systems and 7 services (31,8%) have already computerised their systems and/or subsystems while another 9 services (40,9%) are planning to computerise. There is very little interest in joining the network of government libraries, and no interest whatsoever in joining overseas networks covering the same or related subject fields. The benefits of computerisation are mainly seen as better in-house management. That computerisation can

NAME OF INSTITUTION	POSTAL ADDRESS	TELEPHONE NO
Namibian Arts Association Music & Art Library	P O Box 994 WINDHOEK	061-31160
NASBOUKOR/NBIC (Namibian Housing Enterprise) Information Centre	P O Box 20192 WINDHOEK	061-37224 x 268
NBC (Namibian Broadcasting Corporation) Discotheque and Phonotheque	P O Box 321 WINDHOEK	061-291911
NBC (Namibian Broadcasting Corporation) Information Centre & News Archives	P O Box 321 WINDHOEK	061-291911
NEPRU (Namibian Economic Policy Research Unit) Library	P O Box 40219 Ausspannplatz WINDHOEK	061-228284
NG Kerk in Namibië Argief (Dutch Reformed Church Archives)	P O Box 389 WINDHOEK	061-34866/ 225073
Private Sector Foundation Library	P O Box 2217 WINDHOEK	061-37370
Republikein Library (Newspaper)	P O Box 3345 WINDHOEK	061-33111
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also render access to a wealth of information within and outside the country is clearly not generally realized.

7.1.5 Staff

According to international standards, 27% of the services are understaffed and only 20% of the total number of staff have a paraprofessional or professional library or archival qualification.

Disturbing is the fact that 6 services without any professional or even semi-professional library staff, indicated that in-service training is taking place. The question arises, who is offering this training?

7.1.6 Training needed at the University of Namibia

The most popular training options are short courses for non-degree/diploma purposes or a one year certificate course. There is very little interest in courses of longer duration.

As far as the mode of training is concerned, part-time and distance training are the most popular options.

7.1.7 Acknowledgement of training by employers

A very diverse picture emerged as regards the salaries paid to information staff.

Whereas some privately run information services do not employ staff at all, which is a serious matter in the case of the ELC Archives and the Auala Elcin Archives with their valuable and extensive historical materials, other services pay handsome salaries to information workers, whether professionally qualified or not. Generally much emphasis is not placed on professional qualifications. Some employers indicated that they pay salaries according to the job done and not according to qualifications.

Some private organisations who cannot afford full-time professional staff, pay professional librarians on a part-time basis at R12 to R35 per hour. In some other services persons with bachelors or honours degrees without any professional qualification in librarianship, earn exorbitant salaries and carry the title of "librarian". Matriculants and semi-professionals earn double and triple the salaries paid by

government for the same qualifications. Professional librarians earn double the salaries paid by government.

The results of this unwise practice can be seen only too clearly in the low quality services offered by unqualified but overpaid information staff in some organisations. It seems that there is great ignorance on the part of employers about what an efficient information service, run by a professional information scientist, can do for an organisation, and how indispensable it can become for proper decision-making.

7.1.8 Recommendations

Various recommendations have been made in the Report concerning the establishment of information centres in private and parastatal organisations of all sizes, the size and nature of the stock, services and service facilities, accommodation, opening hours, organisation of the collections, staffing, in-service training, and the training needed at the University of Namibia.

Recommendations concerning the acknowledgement of training and salaries paid by employers of information personnel are also made in order to achieve greater parity between the salaries paid by public, private and parastatal sectors.

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THE PLACE OF INFORMATION TECHNOLOGY IN THE COORDINATION OF INFORMATION SYSTEMS AND SERVICES

by

Nangula Hamutenya

I have been requested to discuss, very briefly, the role of the Directorate of Data Systems and Services, which I head, in the Office of the Prime Minister.

I would like to say that the primary function of the Directorate is to advise the Namibian government concerning the acquisition and application of information technology or computerisation to the processes of decision making and management.

Understood as the technology for acquiring, storing, generating and communicating information, information technology plays a key role in carrying out a multitude of functions, such as:

a. Enhancing managerial effectiveness by improving the planning, controlling and decision-making processes;
b. Improving productivity and efficiency of operational functions of a government or a company; and
c. Most importantly, promoting the availability of information to accelerate the development of any given national economy.

It was against this background that, upon Independence, the Namibian government decided to establish a Directorate of Data Systems and Services to lead, monitor and control the computerisation of the Public Service.

The Directorate controls and coordinate the acquisition of computer hardware and software and provides services. It, furthermore, advises the Government on information technology policy, the planning, development and implementation on the management data systems. It also carries out the actual processing of data on virtually all aspects of government activities.

The Unit is made up of some seventy-two (72) computer professionals, such as programmers, system analysts, networking and communication

specialists, system security specialists and auditors, database administrators and data typists.

This staff of seventy-two (72) is deployed through three divisions, namely:

a. Systems Development Division (SDD);
b. Technical Support Division (TSD) and
c. Quality Assurance Division (QAD).

The Systems Development Division is responsible for system and database planning, designing, implementation and maintenance. The Technical Support Division is charged with mainframe computer operations, data capturing and networking functions. The Quality Assurance Division is charged with quality assurance and the formulation of standards and guidelines.

Most of the staff has been recruited and built up over the last two years. Some members of the team are deployed in the various ministries to carry out the development and running of unique systems in accordance with the specific needs of individual ministries. Other members of the team are deployed at the nerve centre, namely the Office of the Prime Minister, to develop generic systems which are common and shareable among all ministries and other governmental departments.

Furthermore, the team carries out networking activities with a view to achieving a higher degree of connectivity and accessibility among different terminals and data systems within the public service.

As I said earlier, during the last two years, the Directorate was busy establishing itself and training the cadre of computer professionals it now has. It is just now that we are giving appropriate attention to the development of systems and data banks in areas such as civil service personnel, population, land, companies and their profiles, development projects, stock control, etc.

In other words, we are now fully geared to develop a sound Government information system by which ministries and departments are connected through a centrally operated network; and through this development,

the Government will have a significant capacity to adequately pool and coordinate the information resources at its disposal.

The main current trend in computerisation today is to move towards Distributed Data Processing (DDP), the aim of which is to maximize the advantages of both centralised and decentralised data processing, while at the same time minimizing their disadvantages. The Directorate of Data Systems and Services plans to devote its resources and efforts to an elaboration of an information technology policy based on the principle of DDP.

In DDP environment, each ministry will have its own computer capability. The equipment may consist of terminals, micro-computers or mini-computers, linked to a centralised system. The local needs of each ministry will be met with the equipment at each ministry's station. On the other hand, control and coordination is maintained by the central nerve centre.

After this brief outline of the Directorate of Data Systems and Services, the participants are now wondering as to how the services of this particular government information system fit into required, national coordination of information systems and services.

Quite obviously, current government information is, to a large extent, confidential information; and for this reason its accessibility to the public is not automatic. And this is a problem for many information users and managers, such as librarians. However, not all government information is confidential. Information such as that relating to population census and land (including farms, deeds, titles, roads, buildings, settlements, boundaries for wards, municipalities, constituencies and regions, etc.) could be made available to members of the public upon request.

Furthermore, information on a number of policy issues are public resources and can also be accessed by the public. One of the steps that my team would like to address to meet this particular need of coordination of information systems and services is for the Directorate to begin to classify and index the information which can be readily made available to the public without asking for permission from the various government authorities. This is something which my

colleagues and I are willing to look into for the benefit of the Namibian public, which, after all, foots the bill for the Government's information processing.

Finally, I wish to say that we, in the Directorate Data Systems and Services, are open to constructive suggestions which this seminar may wish to recommend to us in order to help in a small way to place information technology at the centre of the country's developmental process.

A POLICY STATEMENT AND RECOMMENDATIONS BY SEMINAR PARTICIPANTS

1 INTRODUCTION

1.1 The right to education and therefore information is a universal human right, and embodied in the constitution of the Republic of Namibia.

1.2 Namibia is an information poor country, with a high rate of illiteracy.

1.3 Library and information services are unequally distributed in the country, the far North being the most deprived.

1.4 Existing library and information services are both underdeveloped and poorly coordinated. Unnecessary duplication of stock and services is taking place. Stock is often not utilized optimally, is not regularly replenished and is rapidly becoming outdated.

1.5 Adequate library and information services are essential agencies for the promotion of educational, cultural, social and economic upward mobility.

1.6 To promote the quality of life and education of all Namibians, the highest priority should be given to the development of library and information services in Namibia.

IT IS RECOMMENDED THAT:

2 LEGISLATION

2.1 The Ministry gives urgent further attention to the amendment of present legislation on legal deposit.

2.2 Provision should be made for the introduction of a Namibian Library and Information Services Act which will make provision for the establishment of a Library and Information Service Advisory Council and a Library and Information Service. In the

pre-amble to the Act it should be stated that the right to seek and receive information is a fundamental human right.

3 STRUCTURE OF THE LIBRARY AND INFORMATION SERVICE

3.1 The Library and Information Service (hereafter "the Service") should resort under the Ministry of Education and Culture.

3.2 The Service should function as a Directorate of Library, Archives and Information Services under an appropriate Department within the Ministry allowing for the proper utilization of staff and the execution of an efficient service. Provision should be made for two divisions, one consisting of the subdivisions for Educational Information Services and Community Library Services and the other consisting of the subdivisions for National Library, National Archives and Government Libraries.
This division is firstly based on the functions and cooperation possibilities of the various subdivisions and secondly necessitated by their size.

3.3 The Service should consist of the following components:

3.3.1 A statutory Advisory Council appointed by the Minister, which will represent all interested parties inside and outside the public service. The main task of the Council will be to advise the Minister on library and information service policy;

3.3.2 National Library;

3.3.3 National Archives;

3.3.4 Government Libraries;

3.3.5 Educational Information Services;

3.3.6 Community Library Services;

3.3.7 A statutory subsidy programme for private libraries serving the public, subject to conditions which the Cabinet may impose, if any.

4 NATIONAL LIBRARY

Within the National Library's aim to expand the collection and promote the accessibility of research and study material in Namibia on a national and centralised basis, the National Library should perform the following functions:

4.1 User Services

4.1.1 The National Library should supply a national reference service, and build up a relevant reference collection. Running the national reference service implies adequate study facilities, including extended opening hours. This role of the National Library is not meant to exclude the University Library as another important national reference collection in terms of subject expertise, size of collection, and accessibility;

4.1.2 The National Library should serve as a focal point for national and international interlending;

4.2 Bibliographical Services

4.2.1 The National Library should coordinate bibliographic control and bibliographic standards as well as maintain union catalogues for the purpose of resource sharing;

4.2.2 The National Library should compile and publish a national bibliography, both retrospective and current;

4.2.3 The National Library should ensure that computerisation be done according to bibliographic standards and compatible formats;

4.3 Collection Development

4.3.1 The National Library should receive legal deposit of the national imprint. It should purchase Namibian-related and general reference material and coordinate cooperative acquisition strategies with other libraries;

4.4 Technical Services

4.4.1 The National Library should ensure optimal preservation of library material by developing own or co-operative binding, preservation and restoration, as well as reprographic and appropriate storage facilities.

5 NATIONAL ARCHIVES

5.1 The National Archives should function in terms of the Archives Act, No. 12 of 1992.

5.2 The National Archives' existing infrastructure with regard to study facilities, Namibian-related collection development of archival material, reprographic / restoration and storage facilities, should be maintained, shared and expanded in cooperation with the National Library.

5.3 The National Archives should strengthen its records and archives management control programmes to increase efficiency of the Public Service.

6 GOVERNMENT LIBRARIES

6.1 The Government Library Service of the Public Service should be of a decentralised as well as a centralised nature.

6.2 The following functions should be decentralised: service points, ordering, payment and accessioning and documentation of library stock, to comply with user needs and the rendering of an efficient service.

6.3 A central management committee should be established to co-ordinate the selection of all government library stock.

6.4 Representations by Ministries and Departments for the establishment of new services should be submitted to the Government Library Service.

6.5. In-service training should be provided on a regular basis by the Government Library Service.

7. EDUCATIONAL INFORMATION SERVICES

7.1 School Resource Centres

7.1.1 The expansion of library services to all schools should not be dependent on the existence of library facilities. Instead all schools that do not have libraries should be provided with modular library units and a collection of selected books, while the provision of adequate library facilities be planned for all schools in the future.

7.2 Teachers' Resource Centres

7.2.1 Since the Teachers' Resource Centre network provides professional support to educators, the provision of appropriately equipped libraries and adequate training of staff for these centres, is of fundamental importance.

7.2.2 Library services provided by the Teachers' Resource Centres should be the responsibility of the subdivision Educational Information Services.

7.2.3 The Teachers' Resource Centres network could support Educational Information Services with the provision of library services to schools and communities in rural and/or sparsely populated areas in accordance with all available facilities, including mobile units where necessary.

7.3 College Resource Centres

7.3.1 College resource centres should be developed to serve the needs of the colleges in support of the teaching programmes.

7.3.2 Consultation, coordination, and networking between the training colleges and the resource centres/libraries of government should be encouraged. Links with other training institutions with resource centres /libraries are desirable.

7.4 School/Community Libraries

7.4.1 A pilot project should be conducted in order to investigate the feasibility of the establishment of school/community libraries in rural or isolated communities. Donor funding should be sought to establish such school/community libraries for a sustainable period during which time progress should be continuously monitored.

7.4.2 If the concept of the school/community library proves to be feasible, the existing or developing school libraries, through an outreach programme, should serve the needs of rural and/or isolated communities. When these needs dictate a separation of the services, urgent attention must be given to establishing a community library.

7.4.3 Each school/community library should be advised by a joint local library committee consisting of a representative of the school board, the principal or his/her delegate, the resources teacher, and at least two community leaders.

8 COMMUNITY LIBRARY SERVICES

8.1 Community Libraries

8.1.1 Urgent attention should be given to the opening of further libraries in high density population areas.

8.1.2 The needs of neglected sections of the community such as senior citizens, pre-school children, the physically disabled, prisoners, hospital patients, the house- bound, illiterates, new-literates as well as individuals involved in adult education should be provided for. A library service should be available to everyone, not just those able to visit the library building.

8.2 Community Information Services

8.2.1 Urgent attention should be given to the establishment of library services in smaller centres and rural areas, also as suggested by the development of school/community libraries.

8.2.2 Community involvement in the local community library should be actively promoted. On a formal level this could include local library advisory boards composed of opinion makers and people's representatives to facilitate direct two-way communication between the people and the Community Library Service head office. Users' panels could also provide invaluable feedback to assist head office in policy-making. On an informal level, "Friends of the Library" groups could raise funds to organize self-help projects and user education programmes. With improved mutual communication and cooperation between the people and the libraries, the same limited funds can be used to optimal advantage.

8.2.3 Each community library shall be advised by a local library committee of community leaders. The composition of this committee shall be the responsibility of the local authority under the direction of the regional councillor.

9 STAFFING OF THE COMPONENTS

In negotiations with the Office of the Prime Minister on the organizational structure and staffing policy of the Service, the following principles should be adhered to:

9.1 General

9.1.1 To accommodate the following recommendations, the Public Service Commission should be approached to review the organization and personnel structure of the Service;

9.1.2 As indicated in par. 3.2, the post level of the most senior official of the Service should:

9.1.2.1 Reflect the high priority which the Ministry places on the role of information services;

9.1.2.2 Allow the incumbent adequate access to decision making within the Ministry;

9.1.3 The post of the head of the Service (Director) and the post of his immediate subordinates (Deputy Directors) should require a graduate or post-graduate qualification in information studies;

9.1.4 Each subdivision should be headed by a professional information worker requiring an appropriate graduate or post-graduate qualification in librarianship and/or information studies and relevant experience (Chief: Library Service/Archives). The head of the Educational Information Services should be a professional post requiring graduate or post-graduate qualifications in both education and librarianship as well as relevant experience;

9.1.5 Paraprofessional staff are required in all services to support professional staff and may be put in charge of smaller service points; the Public Service Commission should be approached to revise the present personnel policy towards a more flexible approach in order to make provision for paraprofessional library workers;

9.1.6 Support staff required for the efficient functioning of the service should be included in the establishment of the Service;

9.2 National Library

To enable the National Library to perform national information functions for Namibian libraries and the public as set out in paragraph 4, sufficient staff should be provided for on the establishment of the National Library;

9.3 National Archives

To enable the National Archives to perform national information functions for both the public and the public service as set out

in paragraph 5, sufficient staff should be provided for on the establishment of the National Archives;

9.4 Government Libraries

Librarians and library assistants attached to the different ministerial libraries should fall under the Government Library Service. Libraries that are run by staff on the establishment of other Ministries, should comply with instructions and advice issued by the Government Library Service;

9.5 Educational Information Services

9.5.1 School Resource Centres

9.5.1.1 The Resources Teacher, who is responsible for teaching Basic Information Science, should also be responsible for supervising the administrative functions and development of the resource centre;

9.5.1.2 If a shortage of teachers requires that the Resources Teacher also performs other duties, a library assistant should be appointed to ensure a constant presence and continuous functioning of the resource centre;

9.5.2 Teachers Resource Centres

The staff members of a Teachers' Resource Centre are responsible for supervising the administrative functions of the Centre while the Resource Centre Library should be managed by a qualified teacher/librarian. However, in the case of a smaller centre, a staff member should be trained by Library Services;

9.5.3 College Resource Centres

Since the staff at the colleges serve users at a tertiary/academic level, these posts should be filled by appropriately qualified persons;

9.6 Community Library Services

9.6.1 To enable the Community Library Services to perform community information functions for the public as set out in paragraph 8, sufficient staff should be provided for on the establishment of the Community Library Services;

9.6.2 The needs of the community library services will be determined by the size of the service points.

10 COMPUTERISATION

10.1 Computerisation of libraries in Namibia should receive urgent attention as a prerequisite for efficient functioning.

10.2 To avoid incompatibilities, it is of the utmost importance that computerization projects be undertaken in consultation with the existing computerised information systems. Attention is drawn to the fact that the office of the Prime Minister Data Service is available for specialised advice.

10.3 Computerization of all libraries in Namibia should be geared towards networking. It should also involve close cooperation within the Southern African Region.

11 TRAINING OF LIBRARY PERSONNEL

11.1 In-service training

11.1.1 Informal in-service training should be offered on an ongoing basis and in-service training courses should be offered as the need dictates, under the supervision of and recognition by the Office of the Prime Minister.

11.2 Academic training

11.2.1 Formal training at all levels should be provided by local institutions. Only where such training is not locally available, should opportunities be sought for study elsewhere.

11.2.2 Teacher training colleges and the University of Namibia should train resources teachers (school librarians) and the University of Namibia should provide training in information studies and records management on semi-professional, graduate and post-graduate level.

12 ADDITIONAL RECOMMENDATIONS

12.1 Coordination and cooperation should be established among government, non-governmental, parastatal and private libraries, documentation and information service establishments.

12.2 A Government Publications Office should be established, to ensure conformity of standards, bibliographic control and adequate distribution of government publications to libraries, documentation centres and the general public.

12.3 The Library of Parliament should be encouraged to make use of the services of the National Library.

12.4 The Namibian Information Workers' Association (NIWA) should be recognised officially as the professional body representing the interests of information workers in Namibia.

12.5 Though museum services do not formally feature in a library and information service network, the educational role of museums cannot be overlooked. It is therefore suggested that attention be given to the coordination of these functions of museums, especially by way of a mobile museum and circulating museum boxes.

12.6 The role of the Namibian Broadcasting Corporation as a major generator of information, especially in the form of educational programmes, should be acknowledged and mechanisms should be developed to include recordings of such programmes in the stock of the relevant library networks.

12.7 It should be a priority to achieve parity between professional library and teaching posts in the recognition of qualifications, remuneration scales and other conditions of service.

12.8 Urgent attention should be paid to achieving parity with regard to upgraded salary scales, from entry level, of library staff working in parastatal institutions, as well as in the public service libraries.

12.9 Where it is proven that qualified Namibians could not be found, foreigners should be appointed. In such circumstances, opportunities should be created for the recruitment and training of a Namibian counterpart to the contracted specialist.

DSE SPONSORED SEMINAR ON THE COORDINATION OF INFORMATION SYSTEMS AND SERVICES IN NAMIBIA

by

Vitalis Ankama

Permanent Secretary: Ministry of Education and Culture

Opportunities for information specialists from the region to confer intensively on information related issues in Namibia, are few and far between. I am convinced that our local information specialists who have had the opportunity to learn from the experience and expertise of the experts from neighbouring countries have been greatly enriched by this seminar.

Discussions leading to recommendations are always a fruitful exercise since they allow for collegial exchange and encourage the coordination of information services in a formerly deeply fractured society. My Ministry is committed to enabling you to achieve these goals.

I would therefore like to use this opportunity to sincerely thank DSE for making this seminar possible. I would specifically like to thank mr Lutz Hüttemann, who personally arranged the sponsorship and who assisted the Local Organizing Committee with the organization. He also contributed eagerly to the deliberations during the seminar.

I would further like to extend our sincere appreciation to the following representatives from neighbouring countries who shared their experience and expertise with us:

Mr Mabomba from Malawi
Dr Musembi from Kenya
Dr Mwacalimba from Zambia
Mrs Pakkiri from Zimbabwe and
Dr Thapisa from Botswana

All local participants also deserve a word of thanks for their committed participation.

With these remarks I now have the pleasure to officially declare the seminar on the Coordination of Information Systems and Services in Namibia closed. I wish you all a safe journey home and godspeed.

Annexure 1

LIST OF SEMINAR OFFICIALS

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Annexure 2

PROGRAMME

Day 1: Thursday, 25.2.93. Venue: Conference Room, MEC-Building

08:30 - 09:30	Registration
09:30 - 09:40	Welcome - Mr A H De Klerk (Under Secretary: Culture, Ministry of Education and Culture)
09:40 - 09:50	Addresses (Dr H Thölken, FRG Embassy and Mr L Hüttemann, DSE)
09:50 - 10:15	Official opening - The Honourable Minister Nahas Angula, Ministry of Education & Culture
11:00 - 11:30	Keynote paper - "Namibia: information policy issues and the state of information services for the nation" - Prof A-J Tötemeyer
11:30 - 12:00	Discussion
12:00 - 12:30	Keynote paper - "The University of Namibia: a key player in generating scientific information and training of information specialists" - Prof P H Katjavivi, Vice Chancellor, University of Namibia
12:30 - 13:00	Discussion
14:30 - 15:15	Continuation of plenary discussion
15:45 - 16:30	Continuation of discussions
16:30 - 17:00	Keynote paper - "The role of the Ministry of Information & Broadcasting in serving the information needs of the broader community" - The Honourable Minister Hidipo Hamutenya, Ministry of Information and Broadcasting

Day 2: Friday, 26.2.93. Venue: Conference Room, MEC-Building

08:30 - 09:00	Country paper: Botswana - Dr A Thapisa
09:00 - 09:30	Discussion
09:30 - 10:00	Country paper: Zambia - Dr H Mwacalimba
10:00 - 10:30	Discussion
11:00 - 11:30	Country paper: Kenya - Mr M Musembi
11:30 - 12:00	Discussion
12:00 - 12:30	Country paper: Malawi - Mr R S Mabomba
12:30 - 13:00	Discussion
14:30 - 15:00	Country paper: Zimbabwe - Ms D Pakkiri
15:00 - 15:30	Discussion
16:00 - 17:00	Panel discussion: Coordination of information systems and services in Botswana, Zimbabwe, Zambia, Malawi and Kenya (Panellists: foreign participants)

Day 3: Saturday, 27.2.93

Special programme for foreign visitors: Visits to various libraries and information centres - Guide: Mr J Loubser

09:00 - 09:50	National Archives
10:00 - 10:50	Estorff Reference Library
11:00 - 12:00	Windhoek College of Education Library

Afternoon free

Day 4: Sunday, 28.2.93

Special programme for foreign visitors: Excursion - Guides: Ms A E Marais and Mr C Liebenberg

09:30 - 17:30	Excursion to Hochland Guest Farm

Day 5: Monday, 1.3.93. Venue: Midgard

07:00 - 09:30	Journey to Midgard
09:30 - 10:30	Settling in at Midgard
11:00 - 11:30	"Library services of the Ministry of Education and Culture" - Ms A E Marais
11:30 - 12:00	Discussion
12:00 - 12:30	"The role of the Namibian National Archives and coordination with private archives in Namibia" - Mr W Hillebrecht
12:30 - 13:00	Discussion
14:30 - 15:00	"The university library; problems, prospects and coordination with other training institution libraries" - Mr K E Avafia
15:00 - 16:00	Discussion
20:00 - 21:30	Panel discussion based on the reports of information needs in the regions (Panellists: Mr H Eichab, Mr C K Kamwi, Mr A M Dikuua, Mr I S Nambahu, Ms R Kukuri and Mr D Nandi)

Day 6: Tuesday, 2.3.93. Venue: Midgard

08:30 - 09:00	"Bibliographic control in Namibia: the role of the National Library" - Mr J Loubser
09:00 - 09:30	Discussion
09:30 - 09:45	"The history and establishment of the Namibian Information Workers Association (NIWA)" - Ms M M Viljoen
09:45 - 10:00	"The role of Namibian Information Workers Association (NIWA) and cooperation with other local and international organisations" - Ms V Jacobs
10:00 - 10:30	Discussion

11:00 - 11:30	"From a public library service to a community library service and coordination with NGO community projects" - Ms E de Kock
11:30 - 12:00	Discussion
12:00 - 12:30	"The special libraries of government and prospects for cooperation with libraries from parastatal and private information centres" - Ms R Morgenstern
12:30 - 13:00	Discussion
14:30 - 15:00	"School library/resource centre services in Namibia and coordination with teachers resource centres and local and foreign book provision aid projects" - Mr T Klynsmith
15:00 - 15:30	"Development of a teachers' resource centre network in Namibia and coordination with school libraries" - Mr R E Douglas
15:30 - 16:15	Discussion
16:45 - 17:45	Panel discussion on the school-community library concept for Namibia (Panellists: Mr R Mabomba, Mr T Klynsmith, Ms P Pieterse, Prof A-J Tötemeyer, Ms E de Kock

Day 7: Wednesday, 3.3.93, Venue: Midgard

08:15 - 08:45	"The DSE's information & documentation training programmes" - Mr L Hüttemann
08:45 - 09:15	Discussion
09:15 - 09:45	"The training of library & information personnel at the University of Namibia: present state and future prospects" - Ms V Jacobs "The training of resource teachers/school librarians at teacher training colleges in Namibia: present state and future prospects" - Ms G Reimers
09:45 - 10:10	Discussion
10:30 - 11:15	"Findings and recommendations of the University of Namibia research reports on school, public, government, parastatal, private, and training institution libraries and information services in Namibia" - Prof A-J Tötemeyer
11:15 - 11:45	Discussion
11:45 - 12:30	"The role of the Office of the Prime Minister via its Directorate of Data Systems and Services" - Ms N T Hamutenya, Director: Data Systems and Services " Organisation and post establishment approach of the Secretariat of the Public Service Commission" - Mr J J Jacobs, Deputy Chief: Organisation and Work Study

	"Development/creation of remuneration structure in the Public Service of the Republic of Namibia" - Mr J S Louw, Senior Personnel System Development Officer
12:30 - 13:15	Discussion
14:30 - 15:30	Report back by members of the Coordinating Council Sub-committee for Library & Information Services Draft Policy Document - Prof A-J Tötemeyer, Ms A E Marais, Mr J Loubser, Ms P Pieterse, Mr T Klynsmith, Ms R Morgenstern
15:30 - 16:00	Discussion
16:30 - 18:15	Preliminary discussion for the planning of a national library and information network and establishment of 4 discussion groups

Day 8: Thursday, 4.3.93. Venue: Midgard

08:30 - 10:30	Group discussions for the planning of a national library and information network Group one: Structure Group two: National information services Group three: Public/community and school libraries Group four: Special, research and training libraries
11:00 - 12:00	Continuation of group work
12:00 - 13:00	Report back by group leaders and discussion of possible recommendations
14:30 - 15:30	Final drafting of recommendations for the planning of a national library and information network
16:30 - 18:15	Return journey to Windhoek

Day 9: Friday, 5.3.93. Venue: Conference Room, MEC-Building

09:00 - 09:45	Resumé of deliberations and presentation of policy statement and recommendations - Mr R S Mabomba
09:45 - 10:30	Discussion of recommendations with decision-makers and seminar participants
11:00 - 12:30	Further discussions and possible amendments to the recommendations
12:30 - 12:40	Addresses (Mr L Hüttemann and Mr M Musembi)
12:40 - 13:00	Vote of thanks and official closing - Mr V Ankama, Permanent Secretary, Ministry of Education and Culture
13:00 - 14:30	Farewell reception

DSE IN BRIEF

The German Foundation for International Development (DSE) was created by the Federal and Land governments in 1959 on the initiative of all the political parties represented in the Federal Parliament. It was assigned the task of fostering the relations between the Federal Republic of Germany and developing countries on the basis of a mutual exchange of experience. The DSE fulfills this mandate by organising training programmes, seminars and conferences to support projects in countries of Africa, Asia and Latin America, which serve economic and social development.

Since its creation, the DSE, in cooperation with national and international partner organizations, has provided more than 84,000 experts and leading personalities from more than 140 countries with an opportunity to discuss issues of international development or undergo professional training.

In its work, the DSE attaches priority to rural development, food security and the promotion of industrial vocational training. It also supports efforts to improve organization and planning in developing countries in the fields of public administration, health, education and development planning. Furthermore, the DSE prepares German experts for their assignments in developing countries, and provides a comprehensive information and documentation service.

The DSE is based in Berlin, but it also has specialized centres with branches at various locations in the Federal Republic of Germany:

Berlin:	Executive Office, Development Policy Forum (EF), Central Administration, Economic and Social Development Centre (ZWS), Public Administration Promotion Centre (ZÖV), Public Health Promotion Centre (ZG)
Bonn:	Education, Science and Documentation Centre (ZED)
Bad Honnef:	Area Orientation Centre (ZA)
Mannheim:	Industrial Occupations Promotion Centre (ZGB)
Magdeburg:	Branch of the Industrial Occupations Promotion Centre (ZGB)
Feldafing:	Food and Agriculture Development Centre (ZEL)
Zschortau:	Branch of the Food and Agriculture Development Centre (ZEL)

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